

caut acpu BULLETIN

FAPUQ strengthened by affiliation votes

by Pierre Leahey

78 per cent of the members of the Syndicat des professeurs de l'Université Laval (SPUL) recently voted to affiliate with the Fédération des Associations des Professeurs d'Université du Québec (FAPUQ), making it the third major faculty union to affiliate with FAPUQ in the last twelve months.

In February 1975, one month before the Laval vote, 79 per cent of the members of the Syndicat Général des Professeurs de l'Université de Montréal (SGPUM) voted to join FAPUQ and in April 1974, FAPUQ was chosen by a 71 per cent majority in a similar vote organized by the Syndicat des Professeurs de l'Université de Sherbrooke (SPUS). Thus, the three francophone associations in FAPUQ have all been replaced by certified, or in the case of SPUM, soon to be certified, unions.

FAPUQ is thus emerging from a long period of uncertainty as a federation of faculty unions, towards establishing itself as the federation of faculty unions in Quebec, regrouping approximately 75 per cent of all university teachers in Quebec. It is important to note that the majority of university teachers in the province are now unionized.

The Campaigns

In each case mentioned above, the votes were preceded by a period of

time during which all provincial labour unions had an opportunity to recruit members, using general or specific information sessions, written material or any other proper means.

In Montreal and Sherbrooke, FAPUQ was pitted against the Corporation des Enseignants du Québec (CEQ) and the Centrale des Syndicats Nationaux (CSN). CUPE was also involved in the contest for potential members.

In all cases, the campaigns were honest, with all organizations more or less admitting that the technical services being offered were equal overall. Thus the main question remaining to be settled was the significance of the affiliation in terms of politics, social consciousness and ideology.

The main argument developed by FAPUQ was the importance of university teachers first regrouping to promote and protect the concept, structures, attitudes and working conditions that distinguish universities. As an alternative to the other groups, FAPUQ was presented as the first step towards a wider regroupment of faculty — FAPUQ at some future date, could join with a larger organization; it is probable that after having developed, or while developing the bonds of solidarity between

themselves as university teachers, FAPUQ members might want to express collective solidarity with other groups of workers.

The end of a long process

The votes put an end to the first phase in a long process of transformation of local faculty associations from 1970 and of FAPUQ itself, from 1973.

At the end of 1970, there already existed a certified union at the University of Sherbrooke — Association des Ingénieurs-Professeurs en Science Appliquées (AIPSA).

In retrospect, it seems that the University of Sherbrooke was caught unawares by the AIPSA request for certification, because shortly after (October 1971) six new unions, including one faculty on the main campus, requested certification and formed a local federation. This time the university was prepared, and it opposed certification by faculty. The commissioner investigator supported the university position in April 1972, and the union immediately appealed to the Labour Court. The decision, favouring the university, was handed down one year later.

In July 1973, a new union, SPUS, was ready to request certification for a general union of all teachers at Sherbrooke, except the engineers (AIPSA having been certified years earlier), and the teachers in medicine, for geographical reasons, the two campuses being far from each other.

The University replied by saying that there should be only one university-wide union, and requested the de-certification of the AIPSA. This request was turned down on the

grounds that one cannot invoke one's own "turpitude" to ask for such a revision. Finally, in July 1974, SPUS requested, and after negotiations with the university, was granted certification in February of this year.

Similar attempts at unionization were made at the University of Montreal and Laval University, but it was only after jurisprudence in the area was well entrenched through judgements in the Sherbrooke cases as well as in analogous cases elsewhere, that the general union had any chance for success. In fact, one decision is still pending on an appeal by a group of physicians at Laval, and since this decision might affect the bargaining unit in Montreal, the effect is the postponement of the commissioner investigator's decision, in spite of a union-administration agreement on the makeup of the bargaining unit.

The fact that the pending decision is to be made by the same judge that took so long to make a decision on the appeal by the six unions in Sherbrooke does not bode well as to the speed that this judgement might be arrived at.

Nevertheless, after SPUS was certified, emerging unions in Montreal and Laval moved swiftly. The SPUL was officially created at a general meeting of faculty held in April 1974, after a remarkably well organized and efficient campaign. It requested certification in July 1974 and received it in 1975. The SGPUM was created in 1972; it requested certification only in April 1974 because of attempts for certification based on Faculty divisions, and is still awaiting its certificate.

cont'd on page 2

Carleton staff members endorse union

by Israel Cinman

A representation vote conducted by the Ontario Labour Relations Board on the campus of Carleton University April 14, saw 79.4 per cent of the university's academic staff choose Carleton University Academic Staff Association (CUASA) as their bargaining agent.

50 per cent plus one ballot is the necessary minimum required by a union to acquire the exclusive right to bargain on behalf of all those in the bargaining unit.

A total of 479 people cast ballots, with 365 voting in favour and 93 against. About 76 per cent of those eligible to vote did, including 27 departmental chairmen. Their ballots, which numbered 21, were segregated, however, and will not be counted until the Board has made a decision on their status with respect to the bargaining unit.

The vote was ordered by the Ontario Labour Relations Board after it wanted to ascertain whether

CUASA's claim of representing more than 65 per cent of all academic staff was valid.

The Association applied to the Board for certification in early April, having signed up more than the necessary number of members needed for certification. The Board, in turn, ruled that the Association met all the necessary requirements for certification, but acceded to the University's request and waived its tradition of granting certification to a

unit representing more than 65 per cent of declared members.

This latest vote, however, virtually assures CUASA its formal certification, which according to Professor Jill Vickers, president of CUASA, is expected by the middle of May, after the issue of inclusion of the departmental chairmen is resolved.

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Vision into reality

Naomi Griffiths

Just over two years ago the C.A.U.T. decided to support the development of a series of monographs about questions of concern to Canadian academics. The idea was to publish readable, credible books, speaking on a national level, on matters such as teacher evaluation in universities, the status of academic women in Canada, the idea of "Academic freedom", the question of federal-provincial funding and Canadian universities, the professional responsibility of the faculty member and the equally important question of university as employer. The hope was to start a nation-wide discussion about matters which affect all connected with the university world.

This year the first three volumes will be published. In the early fall *The Universities and Teacher Evaluation*, edited by Christopher Knapper (University of Saskatchewan) will lead the series.

Should it be done? Who should do it? What should it be done for? The separate chapters in this book, the considered opinions of a number of contributors, look at all these questions, and others. There has been no attempt to oversimplify the matter: as Arthur Sullivan writes in his chapter on "Other methods (than student evaluation) of Assessing Teaching": "Even within the same discipline some effective teachers are inspirational orators whilst others are timid and hesitant speakers... Some effective teachers are skillful leaders

of group discussions... others are capable expounders of their own ideas but cannot elicit any from their hearers... The list could be extended almost indefinitely because the only characteristic which all effective teachers seem to share is the fact that, by common consent, they are considered to be effective teachers." It is to the credit of the authors that their work presents the questions in all their complexity and offers solutions whose attractiveness is their practicality.

The Universities and the status of Academic women is to appear in October, a joint work by June Adams of the University of Calgary and Jill Vickers of Carleton University. It is written with the same clarity and marshals first class information not previously published in book form. June Adams produced a statistical survey of women in Canadian Universities for the A.U.C.C. in 1971 and this is the basis of the evidence for the conclusions. Jill Vickers writes with conviction and without irritation. For her "it is clear that the social changes which feminists have believed to be at least halfway achieved will not likely be achieved in our life times or our children's". Canadian universities appear, in this work, much less "Ivory towers" than breeding farms to replenish the present élites with more people like themselves.

The Universities and Academic Freedom is still in process of being written by Don Savage, who needs no

further introduction to readers of this publication. Again, the work emphasizes the need for concern: the idea that academic freedom was won for all time with the Crowe case is roundly scotched.

Clarke Irwin is the publishing house behind this venture, and Dr. Clarke has shown continual enthusiasm for the idea of works written without jargon about questions important to the Canadian academic community as a whole. It is hoped that, sooner or later, all works will appear in both French and English. At present André Côté of Laval is working on the volume about federal-provincial interests and Canadian universities.

It is hoped that this series will be more than just another collection of scholarly monographs. The books are not a "house publication" for the C.A.U.T.: they are works presenting difficult problems facing Canadian universities, assessing the available knowledge about such problems, and presenting arguments for particular solutions or demands for further research. Nor are the books meant to become the "property" of one discipline: they are written to talk to all of us, administrators, faculty members, librarians, students and the ordinary Canadian tax-payer, about questions that need thought. While the series may fall between all available stools, at least it will do so with an energetic crash.

Prof. Griffiths is the Editor of the CAUT Monograph Series.

LATE ADS

MEMORIAL UNIVERSITY, Post-doctoral Fellow Inorganic Chemistry. A post-doctoral fellow is required to work with Drs. C. R. Lucas, M. J. Newlands and L. K. Thompson. The successful applicant will be an excellent preparative chemist with experience in either the coordination chemistry of elements in low oxidation states or organometallic chemistry of either the typical or transition elements and will have a good practical knowledge of modern spectroscopic methods of structure determination. The successful candidate will be expected to do some teaching either in the laboratory or in the lecture theatre. Appointment will be for one year in the first instance with possible extension to a second year at a Salary of \$9600.00. Please send a curriculum vitae and the names of two referees as soon as possible to: Dr. M. J. Newlands, Department of Chemistry, Memorial University, St. John's, Newfoundland, Canada, A1C 5S7.

UNIVERSITY OF GUELPH, Department of Nutrition. Post-doctoral associate interested in research on nutritional and hormonal factors affecting the homeostasis of adult bone. Salary negotiable. Forward curriculum and names of three referees to Professor H. H. Draper, Department of Nutrition, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF PRINCE EDWARD ISLAND. The Department of Sociology and Anthropology of the University of Prince Edward Island seeks recent Ph.D. in social/cultural anthropology. Strong research orientation. Specialty open. Interest in also teaching sociology courses including Introductory Sociology. Academic year — September through April; 9 hour teaching load, normally two preparations. Expected floor for Assistant Professor \$14,500. Send vita and three letters of reference to: Dr. Satad Dasgupta, Chairman, Dept. of Sociology & Anthropology, University of Prince Edward Island, Charlottetown, Prince Edward Island, C1A 4P3.

OPERATING GRANTS TO UNIVERSITIES AS PERCENT OF GROSS GENERAL REVENUES IN EACH PROVINCE (MILLIONS)

	1970-71			1971-72			1972-73			1973-74		
	Grants	Rev.	%	Grants	Rev.	%	Grants	Rev.*	%	Grants	Rev.*	%
NFLD.	12.4	359.7	3.4	16.2	439.4	3.7	18.7	458.5	4.1	21.2*	537.6	3.9
				(18.1)		(4.1)	(21.0)		(4.6)	(24.0)		(4.5)
P.E.I.	4.7	85.1	5.5	4.4	98.0	4.5	5.1	108.0	4.7	5.6*	134.1	3.7
				(3.5)		(3.5)	(3.6)		(3.3)	(3.7)		(2.7)
N.S.	30.0	467.4	6.4	31.7	555.0	5.7	36.6	587.8	6.2	39.2*	701.6	5.6
N.B.	18.4	435.6	4.2	21.1	506.2	4.2	23.4	522.1	4.5	32.1*	628.7	5.1
QUE.	111.8	4,475.7	2.5	166.2	5,120.5	3.2	198.0	4,916.5	4.0	246.4*	6,282.4	3.9
ONT.	315.2	5,281.0	6.0	316.0	5,656.4	5.6	396.6	5,801.4	6.8	(431.8)	7,195.4	(6.0)
MAN.	49.6	661.3	7.5	47.1	709.5	6.6	43.0	734.2	5.9	47.4	847.9	5.6
SASK.	28.0	565.7	4.9	32.0	639.8	5.0	35.7	709.2	5.0	38.6	797.8	4.8
ALTA.	78.4	1,139.1	6.9	89.5	1,285.2	7.0	91.1	1,310.9	6.9	99.4	1,617.6	6.1
B.C.	77.0	1,464.0	5.3	86.0	1,664.5	5.2	93.5	1,592.9	5.9	100.0*	1,960.3	5.1

Notes on the Sources of Information

1. **Gross General Revenues:** in order to have comparable figures across the country, the annual study by Statistics Canada was used: **Provincial Government Finance**, 1970-71, 1971-72 (Cat. No. 68-207), and 1972-73, 1973-74 (estimates) (Cat. No. 68.205).

Hence, the asterisk over "revenues" of the last two years and beside some grants of the last year means "estimate".

2. **Operating Grants:** the figures are taken from the Public Accounts of each province. Another source of information although somewhat incomplete, is an annual study (from 1971-72 on) done by Statistics Canada among University Administrations for CAUBO. Most figures match approximately those of this latter study; where they do not, the CAUBO figures have been added in parentheses.

Hence, for Newfoundland, the CAUBO figures are somewhat higher because they apparently include the grant for Memorial University School of Medicine — Professional and Technical Education.

Hence, also for P.E.I., the Public Accounts figures are higher probably because they include other kinds of grants as well as Operating Grants.

FAPUQ... from page 1

Even if FAPUQ's legal status is not changed by these new affiliations, it is certain that because there is now an equal number of unions and associations with unions holding a majority in membership, this will in some ways modify FAPUQ's role and structure. The FAPUQ is now entering the second phase of its transformation process, during which it will define its relation to its members; with non-affiliated faculty unions and associations; with the academic community in Canada; with unions of non-teaching workers and with all organizations in the administrative structure of the Quebec universities system.

Although one may have some idea as to the eventual results, it is very difficult to predict outcome of this second phase. In that sense, one may say that these new affiliations have not added any degree of certainty in FAPUQ, except perhaps for the Federation's chances for survival.

NOTE: The decision was handed down March 27 by the Quebec Labour Relations Court, giving certification to physicians teaching at the Laval University Faculty of Medicine. The physicians, therefore, are not members of SPUL, but are an independent bargaining unit. This decision will probably mean that the certification in Montreal will not be delayed much longer.

Pierre Leahey is the General Secretary of FAPUQ

Sessional, limited term appointments may lead to tenure quotas

Increasingly, some Canadian universities are making fewer probationary appointments leading to tenure, preferring in some cases to offer full-time sessional or limited term appointments instead.

The possible outcome, according to a nine-university survey conducted by the Academic Freedom and Tenure Committee of the CAUT could be de facto tenure quotas and lack of job security on the part of professors whose contracts are repeatedly renewed.

Of the nine universities polled (Acadia, Alberta, Lethbridge, Queen's, St. Francis Xavier, Saskatchewan, Waterloo, Winnipeg and the University of New Brunswick), most showed a slight increase in the number of total tenured

faculty in the last three academic years. None, however, experienced a dramatic upsurge in the number of tenured faculty members, and the increase almost never climbed higher than five percentage points from any previous year in the last three years, usually levelling off at about three per cent.

The number of faculty offered probationary appointments increased only at Acadia University, where 21 places were available in 1972-73, 26 in 1973-74 and 28 probationary appointments were made in the current academic year.

Other universities surveyed, either showed fluctuations in the number of probationary appointments, or a definite drop. At Queen's University

for instance, the number of total existing probationary appointments dropped from a 139 high in 1972-73 to 105 in 1973-74, falling farther still, to 58 in 1974-75. At St. F.X., no probationary appointment offers were made three years ago, nine in 1973-74 and 12 in 1974-75. Most respondents did not make clear-cut distinctions between recent appointments, preferring instead to settle for a figure encompassing the total number of faculty holding probationary appointments in a particular year. Nevertheless, at Winnipeg, to take one example, the figures continued downward, from 43 in 1972-73 to 35 in 1973-74 to 27 this academic year.

Four out of the nine universities canvassed showed a trend upward in

the number of sessional, limited or term appointments made. This was most marked at Winnipeg and the University of New Brunswick. At St. Francis Xavier, two people were granted such appointments in 1974-75, one more than last year. However, in Saskatchewan the 38 sessional, limited or term appointments in 1972-73 move up to 40 in 1973-74 and reach 49 in 1974-75. Similarly, Waterloo University had 31 limited, sessional or term appointments two years ago, upped this number to 33 last year, and made 39 such appointments this academic year. At Winnipeg, the figures grew from 14 two years ago, to 21 last year, to 28 this academic year, while at the University of New Brunswick in 1972-73, 15 professors were offered sessional, limited or term appointments, with 23 offered posts of limited duration in 1973-74 and 31, all replacements, offered posts this academic year. *I.C.*

Summary of trends in sessional, term, probationary and tenured appointments in selected universities in Canada, 1972-1974.

The Academic Freedom and Tenure Committee of the CAUT was somewhat concerned at the increasing number of full-time sessional appointments and limited term appointments which are apparently being made in some Canadian universities.

Accordingly, in order to assess just how widespread the practice of making sessional and limited term appointments is, the AF&T Committee has conducted a limited survey. The results did not provide sweeping conclusions, but the Bulletin feels that the figures published below might be of interest to our readers.

University (full time excluding those on leave)	TOTAL FACULTY		
	1972-73	1973-74	1974-75
Acadia	163	168	174
Alberta (full time)	1774	1763	n.a.
Lethbridge	139	143	142
Queen's	910	942	940
St. F. X.	154	150	151
Saskatchewan	867	849	865
Waterloo	655	667	676
Winnipeg	150	161	168
U.N.B.	387	435	466

University	TOTAL TENURED FACULTY					
	1972-73	% of total faculty	1973-74	% of total faculty	1974-75	% of total faculty
Acadia	88	54	101	60	109	63
Alberta	n.a.	—	n.a.	—	n.a.	—
Lethbridge	110	79	117	82	125	88
Queen's	624	68	654	69	669	71
St. F. X.	68	44	73	49	87	58
Saskatchewan	649	75	675	79	680	79
Waterloo	425	65	437	65	436	64
Winnipeg	93	62	105	65	113	67
U.N.B.	228	—	256	—	263	—

University	NUMBER OF FACULTY GRANTED TENURE		
	1972-73	1973-74	1974-75
Acadia	13	10	n.a.
Alberta	134	129	n.a.
Lethbridge	15	10	10
Queen's	88	43	44
St. F. X.	—	7	16
Saskatchewan	39	57	49
Waterloo	34	23	12
Winnipeg	13	15	6
U.N.B.	20	6	5

University	NUMBER OF PROBATIONARY APPOINTMENTS		
	1972-73	1973-74	1974-75
Acadia	21	26	28
<i>Total academic appointments all ranks</i>			
Alberta	78	46	n.a.
<i>New probationary appointments</i>			
Lethbridge	5	5	2
<i>Total existing probationary appointments</i>			
Queen's	139	105	58
St. F. X.	0 (?)	9	12
*Saskatchewan	65	83	69
*Waterloo	77	85	58
*Winnipeg	43	35	27
U.N.B.	42	48	26

* Ambiguous data for Acadia, Saskatchewan, Waterloo and Winnipeg may be total number of faculty holding probationary appointments in year shown and not new probationary appointments.

NUMBER OF SESSIONAL, LIMITED, TERM APPOINTMENTS

University	1972-73	1973-74	1974-75
	25	29	23
<i>Total full-time temporary academic staff</i>			
Alberta	165	154	n.a.
Lethbridge	4	2	4
<i>New sessional or limited term appointments</i>			
Queen's	83	55	39
St. F. X.	2	1	2
Saskatchewan	38	40	49
Waterloo	31	33	39
Winnipeg	14	21	28
U.N.B.	15	23	31

(all replacements)

Amnesty International Canada — the work continues

Not everyone is aware that there are at this moment between one and two million people imprisoned solely for their political beliefs. Although many have never used nor advocated violence, they are segregated from their families and fellow citizens under intolerable conditions, disenfranchised and often deprived of contacts with the outside world. In a letter received from Africa in December 1974, one such prisoner writes: "I have just been told by a warden on duty at our beat that the Lion of Judah, Emperor of Ethiopia has just been deposed; that Nixon is no longer in the White House; that Archbishop Makarios of Cyprus no longer functions as the head of state; that Tanaka has ceased to be Japan's leader; that army rules neighbouring Niger. Can the warden be telling me the truth?"

Little noticed by the world around them, prisoners are habitually humiliated, starved, shackled and tortured. They are crowded into detention centers usually lacking even the most rudimentary sanitary facilities.

A growing number of Canadians have become aware of this situation. An organization through which they can express their concern *in action* is Amnesty International, a world-wide apolitical human rights movement, which seeks to ameliorate prison conditions and to free all persons who are held solely for their beliefs, colour or ethnic origin. Amnesty is also currently conducting a campaign to abolish for all time the use of torture and inhumane treatment.

To achieve these goals, Amnesty International has developed a series of effective techniques. There are now more than one thousand Canadian members, some of whom relate directly to the National Section, while others are members of 22 groups located in 8 provinces. Group members of Amnesty International work on behalf of specific "adopted" prisoners of conscience, using techniques such as writing letters to government officials, visiting embassies, organizing press coverage and in some cases raising money to provide direct aid to the prisoner and his family. The International Secretariat in London, England, provides members with back-up services and information needed for work through legal research, on-site inspection, trial observation, direct consultation with government leaders and world bodies, prisoner case research and coordination of publicity campaigns to alert world opinion.

The Canadian group in Windsor, Ontario, is currently working to free Paul Prieto, Professor of Literature at the University of Concepcion in Southern Chile. Professor Prieto is one of thousands who have suffered arbitrary arrest since the military coup which toppled the democratically-elected Allende Government in September 1973. Apparently his arrest stems from the fact that he was a member of the Catholic Action Group, a body dedicated to the protection of human rights. The Chilean junta has earned a reputation for repression. They have held Professor Prieto since November 1974 under State of Siege legislation which gives quasi-judicial sanction to their policy of arbitrary arrest. Prieto has been tortured and is feared to be in poor health as a result of this abuse.

The Hamilton Amnesty Group #1 is working for the release of Dr. Jaroslav Mezník, Professor of History at the University of Brno, Czechoslovakia. Because of his alleged efforts "to overthrow the socialist state system", he is currently serving, in the company of five colleagues, a three and a half year prison sentence.

As a member of an "illegal group" he was charged with such activities as distributing pamphlets before an election reminding citizens of their constitutional rights. Since taking action on behalf of Dr. Mezník, Amnesty International has decided to "adopt" or take up the cases of his five colleagues as well.

Reviewing such cases can be disquieting. Amnesty members are sometimes justified in feeling that they are working against great odds in dealing with repressive regimes. However, such regimes generally exhibit

vulnerability because of their sensitivity to world opinion. This is a reflection of their real instability. Having observed this, Amnesty International has developed a simple and effective means by which world-wide protest against repression can be mobilized — the monthly letter writing campaign.

For example, in February 1975, 40,000 Amnesty members around the world inundated government authorities in Morocco with letters requesting the release of Abdellatif Derkaoui. Mr. Derkaoui, a young teacher of architecture, was arrested in the spring of 1972 with a group of other teachers and students. The arrests were part of an attempt by the government of King Hassan II to stamp out "unorthodox" opinions within the educational system.

During their year of imprisonment before trial, Derkaoui and his colleagues staged a hunger strike to protest poor prison conditions and to demand recognition of their status as political prisoners.

In the summer of 1973, he and his associates were brought to trial in Casablanca, charged with inciting strikes at colleges and schools, attending forbidden meetings and distributing illegal pamphlets. Mr. Derkaoui received a 15 year sentence and is currently incarcerated at Kenitra Prison.

During the Derkaoui trial there were strong allegations of torture — a disturbing feature which has regularly marked Moroccan political trials since the early 1960's.

In December 1975 a French lawyer visited Morocco to investigate conditions of political detention. He reported to Amnesty International that torture of political opponents is a frequent and systematic practice in that country.

Thus, in February 1975, along with appeals for the release of Mr. Derkaoui, Amnesty members also petitioned Moroccan authorities for a disclosure of the circumstances surrounding the death of a Moroccan professor of philosophy. The deceased, a Professor Bekkali, was arrested at the end of October 1974 with a large group of suspected leftwing opponents of the government. In mid-December of 1974 he was admitted to hospital suffering from water in his lungs and severe injuries to his feet. It is also reported that his eyes had been irreparably damaged.

His death ended two months of severe torture. To this day, no official explanation has been given for his death and his family has been refused permission to claim his body. While it was too late to help Professor Bekkali, Amnesty hopes that its appeals will save others from a similar fate.

During 1974 more than 1400 prisoners of conscience were released. While it is not possible to give exact reasons for each release, many have no doubt resulted from Amnesty International intervention. Releases in 1974 represented a jump of 32% over the 1,059 prisoners released in 1973.

Amnesty International groups are located in Halifax, Nova Scotia; Sackville, New Brunswick; Montreal, Quebec; Ottawa, Kingston, Toronto, Peterborough, Guelph, Burlington, Hamilton, Chatham and Windsor, Ontario; Winnipeg, Manitoba; Regina, Saskatchewan; Calgary and Edmonton, Alberta; Port Alberni and Vancouver, B.C. For further information please contact: Amnesty International Canada, 2101 Algonquin Avenue, Ottawa, K2A 1T2, Phone 722-1988.

This article was written for the CAUT BULLETIN by Bridget Dewhurst (member, Ottawa Group), Amnesty International Canada.

This is a second in a series of articles publicizing the work of Amnesty International in areas of particular interest to academics. The space has been made available to Amnesty International by CAUT as an indication of the support by CAUT of the aims of Amnesty International. Support of particular cases is a matter of individual conscience on the part of CAUT members.

ACTING EXECUTIVE SECRETARY

CAUT is seeking a one-year replacement for its chief executive officer, commencing 1 July, 1976 until 30 June, 1977.

Candidates should be senior academics and have considerable experience within the CAUT at the local, provincial or national level.

The Executive Secretary is responsible for the management of the national office and is required to undertake considerable travel. Salary according to experience. Closing date September 30, 1975. Curriculum vitae with names of three referees should be sent to: President, CAUT, 66 Lisgar Street, Ottawa, K2P 0C1.

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Locked-in membership

At the present moment CAUT members pay fees to their local association, to CAUT and in some provinces to their provincial association affiliated to CAUT. In the majority of cases the local association requires membership at all three levels. However, some local associations do not make this requirement. There has been a concern within CAUT about this situation for some time since, in effect, it allows some of the members to receive many of the benefits of CAUT without a reasonable financial contribution.

In 1973 the Council of CAUT set 1976 as the target date to ensure that all associations required membership at all levels. This year the Board reaffirmed that decision by passing a motion: "That the present method of assessing fees payable to CAUT by member Faculty Associations be altered from the basis of individual membership to the basis of the number of academic faculty members and professional librarians paying fees to the local association, beginning 1st July 1976." Notice of motion will be given at this Council meeting for the necessary constitutional changes to be debated and voted on at the May 1976 Council meeting. In other words if the amendments are passed, CAUT will bill local associations on the basis of the membership in the local association. CAUT will, of course, continue to

maintain a register and mailing list of the individual members of CAUT so that we, among other matters, continue to mail material individually to the membership.

At present, CAUT fees are paid by individual members of CAUT according to a formula which gives fees varying from \$1.58 per month for lecturers to \$3.33 per month for full professors. If the recommendations are adopted by the Council, each local association will have to pay CAUT fees equal to the sum of the individual fees that would be paid if all full members of the local association were individual members of CAUT, beginning 1 July 1976. At that time, all full members of the local association will be considered to be individual members of CAUT. They will qualify for all CAUT services, including the CAUT group insurance scheme and the group travel arrangements, and will receive the CAUT Bulletin. Local associations will, however, be free to use their own formulae for collecting fees, as long as it pays the correct total amount to CAUT.

CAUT recognizes that this decision will pose some difficulties for particular local but the Board believes that without locked-in membership it will become increasingly difficult for CAUT to provide the services that faculty members will require.

Staff cuts possible

Ontario government wants universities to economize

Information recently made available to a Toronto newspaper by the Ontario Federation of Students indicates that the Ontario government wants to know to what extent faculty could be reduced without "severe damage" to the education system.

The remarks about reductions in faculty numbers were recorded in note form, and were made by J. G. Parr, Deputy Minister of Colleges and Universities, at a private meeting with university presidents in late January. The notes also record Benson Wilson, the assistant deputy minister, saying universities must face the issue of faculty dismissals.

Mr. Parr, who confirmed the accuracy of the notes, said his remarks had been taken "out of context." In a later interview, he amplified his remarks by saying that Ontario universities, which until now have tried to economize without reducing staffs, may have to consider faculty layoffs. But post-secondary institutions should first try to shift professors from programs in which enrolment is declining to more popular courses.

Some faculty reductions, said Mr. Parr, will be achieved through attrition as professors retire or move to other jobs. "And there could be some

shuffling around of people," he added.

Mr. Parr said some departments are jealously protecting programs despite enrolment drops. But those professors could be better used teaching courses in another department. "If a redeployment of faculty resources and attrition doesn't work, (the universities) will have to look at dismissals."

Talk of dismissals "is causing a great deal of anxiety among teaching staff," according to Professor David Gauthier, Vice-President of the Ontario Confederation of University Faculty Associations. He said that current financial problems facing Ontario universities "are the result of the (Government's) wild and rash expansion of the university system during the 1960's."

During that period, many young faculty members were hired, he said. They are now getting older, and are expecting higher salaries. There are few retirements yet, but "we are seeing slowly ageing faculty with the brightest people gone for better jobs. Because of financial restraints vacancies remain unfulfilled and the faculties are unable to renew themselves."

Denial of tenure the hard way: a case at U.B.C.

What can happen when grievance procedures fall short of those advocated in C.A.U.T. Guidelines was illustrated by a recent case of denial of tenure at the University of British Columbia.

Although U.B.C. has had for a number of years procedures and criteria pertaining to faculty appointments agreed upon by the University and the Faculty Association, which conform to a large extent with C.A.U.T. Guidelines, the Administration has been rather slow in recent years to agree to changes which would bring the procedures up to date. Thus a recent appeal against denial of tenure dragged on for almost two years, and not until nearly a year later, months after he had left the University, did the professor receive a somewhat more specific statement in writing of the reasons for denial of tenure — even then only after persistent C.A.U.T. intervention. Such a state of affairs is most unsatisfactory for everybody involved.

The major ingredients in this unhappy situation were: a Department which would not make up its mind, lack of provision in the procedures for the faculty member under consideration for tenure to have direct input to the tenure committee, lack of an appeal procedure, and unwillingness of the university to give a substantive statement* in writing of reasons for denial of tenure.

The necessity for providing specific reasons for negative decisions in appointment renewal and tenure cases is an important element in the C.A.U.T. Policy Statement on Academic Appointments and Tenure. A professional academic is surely entitled to a precise statement of deficiencies sufficiently serious to lead to the end of his appointment. Yet too often the reasons given to faculty members are general and imprecise. Even in those universities, such as U.B.C., which have agreed to give reasons for negative decisions in such cases there is an alarming tendency to give reasons which are too brief to be useful. C.A.U.T. continues to urge contractual committees that it is vitally important to articulate reasons as precisely as possible with due regard to maintaining the confidentiality of sources. A well-formulated enunciation of the reasons leading to a negative recommendation in advance of the final decision at both the primary and appeal level is the best way to increase the confidence of the faculty at large in the integrity of the renewal and tenure process and a reliable way to reduce the number of frivolous and time-consuming appeals.

In the case under review at U.B.C., at the primary level of consideration (departmental) following the decision, the Head of the Department discussed with the professor concerned the reasons for his negative recommendation, but it was difficult for the aggrieved professor to separate the reasons advanced by those on the committee who voted against tenure from those advanced

by the Head himself. Subsequent endeavours to obtain a clear statement of reasons were unsuccessful. In due course an ad hoc appeal committee specially appointed to consider his situation recommended that tenure be denied in essence because "... there is a substantial body of opinion that opposes the award of tenure...". Following this unsatisfactory statement, C.A.U.T. and the local Faculty Association made repeated representations toward obtaining a more specific statement. Only after months of insistence was a more detailed statement provided, and even then, almost two and a half years after the original department assessment, the professor was denied a clear and precise statement of the way in which his graduate teaching was deficient and the factors which led to the opinion that his scholarship had not reached minimum standards — despite the fact that he had recently completed a text book whose publication was assured.

There is good reason to believe that the threat of legal action by faculty members has, in recent years, been a major factor in the situation resulting in reasons often being given in a form too general to be useful. Professor Bruce Dunlop in an article entitled "Written Reasons and the Risk of Libel Action" (C.A.U.T. Handbook, 1973, pp. 72-77) has persuasively argued that "the qualified privilege which protects a university office-holder, committee member or teacher when he must, as part of his job, form and convey opinions about colleagues or students is ample protection." He goes on to point out that there can be obviously no guarantee against the commencement of a defamation action by a disgruntled faculty member, and "the possibility of legal action must simply be part of the price to be paid for fair procedure within the university." A vague and general statement of reasons is simply not good enough. If the final recommendation is negative the faculty member, if he so desires, should receive a complete and substantive statement of the reasons as they relate to a published statement of the criteria for awarding tenure at the particular university.

But at U.B.C. the whole mess began with a Department which would not make up its mind. Certainly the case received a great deal of publicity in the student press. This and other pressures on the faculty were real. There was also a real division of opinion between schools of thought in the subject area within the department. But the fact remains that in the face of this situation the faculty members in the Department abdicated their responsibility. What else can you call it when a Promotions and Tenure Committee of approximately 20 members, according to reliable account, voted 7 in favour of award of tenure, 5 against, with 8 abstentions — and that after at least one previous vote and a lecture on the serious implication of the vote on which a faculty member's career

Cont'd on p. 7

NEWS IN BRIEF

Faculty wants local salary negotiations

The faculty associations at the University of Saskatchewan and the University of Regina prefer to negotiate salary settlements with their individual boards of governors and not with the Saskatchewan Universities Commission.

This was one of the items discussed when CAUT and faculty association delegates from the University of Regina and the University of Saskatchewan met with the Commission early this year.

The delegates, Professors Donald Savage (Executive Secretary, CAUT), W. R. Muir (President, Regina Faculty Association), and J. K. Johnstone (President, Saskatchewan Faculty Association) also proposed that the CAUT and the local associations in the province be consulted on matters directly related to the academic profession, and that the CAUT and the two faculty associations have direct input into decisions made by the Commission in areas of direct interest to the faculty.

The delegation stressed the need for the Commission to conduct its hearings in the open and urged the Commission recommendations to the Minister be made public. It also suggested that the boards of governors negotiate salary settlements with the faculty associations before submitting their budgets to the Commission, thus ensuring that proper negotiations have taken place prior to budgetary recommendations.

The delegates informed the Commission that the two faculty associations have recently stated to their boards of governors that the faculty associations will not agree to any cutbacks on the grounds of financial exigency without first being able to scrutinize the entire budget.

And the Commission was reminded by the delegates that the CAUT was in favour of the Commission's creation, adding that the CAUT believes "that buffer institutions of this kind are much preferable to direct government control."

Ottawa seeks voluntary recognition

A second Ontario university is well on its way towards having a unionized faculty.

Following two weeks of mail balloting, the Faculty at the University of Ottawa voted 455-119 in favour of forming a union.

Carleton University faculty association is the other faculty group in Ontario to have conducted a card-signing campaign, and it is expected to be named exclusive bargaining agent by the Labour Relations Board.

The Faculty association at the University of Ottawa will ask to be

recognized by the university board of governors as the "exclusive bargaining agent for professors" at the university. In essence, the faculty association is seeking voluntary recognition from the university.

If, however, recognition from the board is not forthcoming or is delayed, contingency plans developed by the faculty association call for a university wide certification drive, followed by an application for certification before the Ontario Labour Relations Board, says Prof. John Cowan, second vice-president of the APUC and chairman of the Faculty Collective Bargaining Committee.

Ontario College Teachers win settlement

A 26.3 per cent increase, spread over two years, was awarded to some 6000 Ontario community college teachers by a three-man arbitration board, but attempts to negotiate teachers' workload have stalled and were referred back to the three-man arbitration board for binding arbitration. The parties — the Civil Service Association of Ontario (CSAO) representing all full-time community college teachers, and the Ontario Council of Regents which represents colleges — failed to agree on the outstanding workload and fringe benefit issues even though they were given four weeks to do so following the general salary settlement in March.

The March award covers two years, retroactive to September 1, 1973, and expires August 31 of this year.

The three stage salary increase will give community college teachers salaries ranging from \$8,200 to \$23,000 this academic year.

The arbitrators granted an 8 per cent increase in the old salary schedule to cover 1973-74 academic year, and a 13.5 per cent compounded increase for the current academic year, up to the end of February. They also awarded a further 3 per cent increase compounded for this academic year, bringing the actual increases to 26.3 per cent over the life of the contract.

Reports state the Ontario Council of Regents, an arm of the executive branch of the Ontario government, representing the 22 colleges of applied arts and technology had proposed salary increases of about 21 per cent compounded. The CSAO representing all full-time community college teachers, had proposed in-

creases of approximately 29 per cent compounded.

The Community college teachers worked for 1½ years without salary increases. The arbitration awarded them interim increases of up to \$1000 last Christmas. This increase will be deducted from the final salary award.

When the Council of Regents tried to refer the negotiations to binding arbitration, the teachers boycotted the hearings, saying that the three-member arbitration panel should have an independent chairman. The original panel had two members appointed by the Ontario government and one by the CSAO, under the Crown Employees Collective Bargaining Act, which forbids strikes by the community college teachers.

Last October, the teachers won their point when the Chairman, Judge J. C. Anderson of the Ontario Public Service Arbitration Board stepped aside in favour of Mr. Justice Willard Estey of the Ontario Court of Appeal. The two other members also have been replaced by J. A. Belford and Jeffrey Sack, appointed by the council and the association respectively.

According to both sides, workload and working conditions are the most important items in the arbitration, and in March both parties looked for a definitive ruling from the board.

However, the board felt it could not adequately fulfill its task "of establishing workload standards, teaching schedules, daily, weekly and monthly workloads and the relationship between the various kinds of workloads," and allowed the parties four weeks to settle outstanding issues. They failed, and the problem is back with the board, scheduled for binding arbitration.

SECRÉTAIRE GÉNÉRAL PAR INTÉRIM

L'ACPU est à la recherche d'une personne capable de remplir la fonction de secrétaire général pour un an à partir du 1^{er} juillet 1976.

Les candidats devraient être des professeurs de carrière avec une expérience considérable à l'intérieur de l'ACPU au niveau local, provincial ou national.

Le secrétaire général est responsable de l'administration du secrétariat et est appelé à voyager beaucoup.

Salaires selon expérience. Date limite: 30 septembre 1975. Curriculum vitae et trois références. Faire parvenir à: Président, ACPU, 66, rue Lisgar, Ottawa, K2P 0C1.

Librarians Join Carleton Faculty Union

25 out of 30 academic librarians have signed cards and joined the Carleton University Academic Staff Association, following CUASA's recent constitutional reforms, enabling in part, librarians to join as full voting members.

The results, according to a document produced by the CUASA subcommittee on membership of librarians outlining the librarians' main concerns and reasons for affiliation to the faculty union, will include the recognition of librarians' status as academic staff and improvement of their position vis-à-vis participation in university and library governance;

in the area of economic benefits and conditions of employment; academic freedom — an area encompassing the same guarantees against interference and penalization for their treatment of controversial material as faculty currently enjoy; and study leave and access to research funds.

In recommending full CUASA membership for librarians, the committee "could find no serious area of potential disagreement," but noted that matters pertaining to rank structure, tenure and study leave in the context of a collective agreement, would have to be negotiated further.

U of Q reforms cause rift in faculty-administration relations

by Israel Cinman

"Faculty and student participation in University of Quebec administration is finished," a faculty union representative charged recently, following the resignation of two professors and a student from the University of Quebec governing council.

Professor Michel van Schendel, president of the University of Quebec in Montreal faculty union (SPUQ) labelled the resignations part of an all-out protest against feared loss of autonomy by departmental chairmen and the undercutting of faculty collective bargaining rights.

Changes in the definition of chairmen's role is part of a series of reform proposals designed to "clarify and streamline" university operations which were worked out by the University's president, Robert Després.

According to van Schendel, if implemented, the reforms will undermine the existing collective agreements between faculty and administration, and effectively deny faculty power to elect departmental chairmen. The strength of departmental committees would also be eroded by the Després proposals, and the departmental chairmen

would be turned into "bosses" responsible to the administration.

The students at the university are also opposed to the changes, because of the fear that students' input into decisions affecting course content and evaluation of teachers' performance would be curtailed.

According to Mr. Després, the three resignations from the 16 member council should not be considered as examples of dissatisfaction with his reforms. He said that one professor resigned some time before the council meeting, the student representative has given "different" reasons for his resignation, and another faculty representative simply missed the meeting.

The 16 member council is composed of the university president, three vice-presidents, three campus rectors, two research school principals, three professors, two students and two businessmen. The Després reforms draft was submitted to the University of Quebec community last year, and the governing council was charged with passing the final version, gleaned from some 600 pages of commentary.

Along with the by-laws affecting student faculty participation in decision-making and the role the

departmental chairmen are slated to play in the future, the document also deals with regulations governing the university's four campuses, two technical schools and two research institutes. At the time of writing, the proposals were expected to be ratified and were to go into effect immediately following their publication in the Official Gazette.

A university spokesman said that the reforms provide guarantees, through existing by-laws, to departments and other academic units. "They simply spell out who is supposed to do what. The university has developed so rapidly since its founding in 1969 that nobody was really sure of his precise responsibilities," he said. "The reforms increase the autonomy of University of Quebec constituent units and respect professors' bargaining rights as well as their contracts."

However, according to Professor van Schendel, the University of Quebec faculty union is not prepared to sanction recommendations which it feels undermine its collective agreement. All collective agreements governing faculty-administration relations at the university will have expired by June 1976, and according to reports, there are already signs of possible confrontation.

Nominations to the CAUT AF&T Committee

The CAUT Board meeting March 7 and 8 in Ottawa, ratified the appointment of five new members to the CAUT Academic Freedom and Tenure Committee. The five new members are: Professor David Alexander (History, Memorial), Professor J. Terry Copp (History, Concordia), Professor James G. Foulks (Pharmacology, UBC), Professor Olga Favreau (Psychology, Montreal), and Professor John Swan (Law, Toronto).

Nominations to the CAUT Collective Bargaining Committee

The Collective Bargaining Committee is seeking nominations for two seats on the Committee to replace Professors Bigelow (Memorial) and Penner (Manitoba). The Committee would prefer nominees with an expertise in the area of collective bargaining (e.g. in law, industrial relations, etc.). The ongoing members are Prof. J. D. Gagnon (Law, Montreal), Bernard Adell (Law, Queens), Joe Rose (Business, UNB), Mark Thompson (Industrial Relations, UBC) and Jill Vickers (Political Science, Carleton). Nominations should include a curriculum vitae and the consent of the candidate.

TENURE...Cont'd from p. 5

depended. It is understandable that the Department Head after consideration appended a "hesitatingly negative" recommendation against the granting of tenure. An unequivocal decision by the Department Committee at this stage, accompanied by explicit reasons, would have contributed to a speedy and equitable resolution of the case.

And not only did a number of members of the tenure committee refuse to make up their minds concerning the award or denial of tenure; but the U.B.C. procedure makes no provision for direct input by the professor under consideration, to assist in making up their minds. C.A.U.T. advocates that "the candidate should have the right to meet with the committee and discuss the reasons before a recommendation is arrived at". Such a meeting between the candidate and the tenure committee can be very helpful. The right of a faculty member to present his case and to rebut allegations against himself should be a key element of the procedure at all levels.

But the most serious defect in U.B.C. promotion and tenure

procedures is the lack of an appeal of review mechanism. In the case under review, as in other cases, the process of agreeing on the selection of an ad hoc committee, agreeing on its procedure, and getting the appeal under way was a long drawn-out process. It is essential, in the C.A.U.T. view, that there be a university-wide appeals committee the majority of whose members are elected and before which the faculty member has an opportunity to make a case in person and in writing. The appeal committee should have the authority to recommend the reversal of an earlier decision.

Though the case under review ended unsatisfactorily it is clear that university administrations are increasingly persuaded of the wisdom of the C.A.U.T. position. C.A.U.T. will continue to urge universities to provide appeals against negative decisions on appointment renewal and the award of tenure as a matter of right and will insist that negative decisions be accompanied by clear and explicit reasons for those decisions.

LATE ADS

UNIVERSITY OF LETHBRIDGE. Psychology. 1. Field Coordinator. 2. Ph.D., community, clinical or applied aspects of the discipline with teaching experience. 3. For a pilot project in Cooperative Studies in which students will engage in off-campus field work for academic credit in partial fulfillment of degree requirements in Arts and Science and Education. The Field Coordinator is to assist and be responsible to the Project Coordinator for the counselling, placement and subsequent supervision of students participating in work field experiences. The Field Coordinator will

also be responsible for the establishment of potential Cooperative Studies work field experience opportunities with business, industry, commerce and other appropriate agencies or institutions. The Field Coordinator will have a teaching responsibility to be arranged with the Psychology Department. Salary \$15,920 — \$18,090. Contact Dr. E. Webking, Coordinator, Cooperative Studies, University of Lethbridge, Lethbridge, Alberta. Appointment effective July 1, 1975. Applications will be received until position filled. The position is a maximum two year term appointment.

University of Regina

DEPARTMENT OF COMPUTER SCIENCE

Applications are invited for a faculty position in the Computer Science Department. Applicants should hold or be completing a Ph.D. in Computer Science. The Department is particularly interested in an individual with research interests in the areas of data and file structures, data processing and information retrieval. The appointment is to be effective 1 July 1975 at the level of Assistant Professor (\$12,924 to \$16,801 presently).

Enquiries and applications should be directed to:

Dr. L. R. Symes, Head
Department of Computer Sciences
University of Regina
Regina, Saskatchewan S4S 0A2

Pension plans, budget, debated

OTTAWA... The Board of Directors of the Canadian Association of University Teachers met in Ottawa March 7 and 8 to review Association activities since its last meeting. The following items were singled out for discussion and debate.

University Pension Plans

The Executive Secretary, in reporting on recent CAUT activities, said that CAUT and the AUCC were co-operating in one area related to university pension plans. Professor Savage said that CAUT and AUCC have jointly urged Statistics Canada to set up and conduct a cost-benefit survey of university fringe benefits including pension plans, modeled after the Pay Research Bureau survey which Statistics Canada administers for the federal civil service.

Taxation

The Executive Secretary reported that the Committee on Taxation has established that CAUT membership dues are tax deductible. The definitive ruling resulted from a University of Toronto professor's claim, which the Department of Revenue rejected. The professor, financially supported by the CAUT, sought a ruling where his claim was upheld. The government subsequently appealed the decision to the courts, but then decided to let the challenge drop. The CAUT counsel also managed to convince the government to pay part of the CAUT's legal costs incurred by this case.

Registered Retirement Saving Plans

The Board was advised that

CAUT and OCUFA are investigating the possibility of establishing an RRS plan for CAUT members. To be acceptable, such a plan will have to offer benefits better than those that can be purchased by an individual personally from one of the companies in the market.

Collective Bargaining

Professor Charles Bigelow (Biochemistry, Memorial), Chairman of the CAUT Collective Bargaining Committee, reviewed recent CAUT activities on the collective bargaining front, stressing that on many university campuses, faculty associations are actively investigating advantages and disadvantages of collective bargaining for university professors.

Professor Bigelow also reported that the committee was studying the issue of market differentials in relation to collective bargaining and the role of the strike in university collective bargaining. *Ratification of Contracts.* The Board supported an amendment to the Collective Bargaining guidelines on the ratification of agreements. This suggests that the ratification procedure (which need not be restricted to collective bargaining contracts) should be in the constitution or by-laws and should provide explicit procedures both for explanation of the contract and for a secret ballot. *Rand Formula.* The Board supported a motion that in the circumstance whereby the Rand formula applies in collective agreements (and in this circumstance only) fee-paying non-members of the bargaining unit should be entitled to

full CAUT services.

Faculty Exchanges within Canada

The Board decided to authorise the Executive to explore the possibility of having the Secretary of State's office establish an exchange program within Canada for Canadian academics, possibly funded through a government funding agency, and also the creation of language training programs for university professors, similar to the current type of bilingualism programs available to secondary school teachers and students.

Part Time Faculty

Following discussions relating to membership in local faculty associations, the Board urged the locals to offer part time faculty and lecturers full membership in local associations, with possible provisions for weighted voting. The Board also proposed that local associations be prepared to negotiate on behalf of part time faculty and lecturers. It recommended a fifth fee category ($\frac{1}{5}$ of the lowest regular fee) for such members.

CAUT Budget 1975-76

The Board reaffirmed its support for the 1.6 per cent mill rate used to calculate fees agreed on at the November 1974 Board meeting, and voted to retain the \$2.50 per capita levy. It also ratified a proposal allowing a discount in fees for faculty associations with eligible membership of 250 or less. The Board delegates voted to reaffirm that annual CAUT fees should be collected monthly and approved the following fee schedule: Professor: \$44.56; Associate Professor: \$32.48; Assistant Professor: \$26.00; Other (full time): \$20.56; Part time: \$6.85.

Status of Women

The Executive Secretary reported on recent activities of the Status of Women Committee of the CAUT, in

particular, the CAUT interest in establishing unisex nondiscriminatory actuarial tables. The CAUT has been lobbying provincial governments for amendments in legislation governing actuarial tables, which currently discriminate against women. According to Professor Savage, the most favourable response to CAUT activities in this area so far, came from the British Columbia government, and he suggested that the Association concentrate its efforts, for the time being, on affecting changes in the B.C. legislation.

Canadianization

Professor David Braybrooke (Philosophy, Dalhousie) reported that the CAUT Committee on Canadianization is considering investigating the hiring situation at the University of Toronto Sociology department. He also said that his committee and the AF&T Committee are collaborating on a report which would clarify university appointment procedures. Individual grievance cases are passed on to the AF&T Committee.

Academic Freedom and Tenure

The Board passed a motion which continued the suspension of the third stage of censure (the boycott) of Simon Fraser University into the May 1975 Board and Council meetings. In the meantime, it authorized the AF&T Committee to continue its efforts towards a satisfactory resolution of all remaining issues — those concerning specific individual grievances.

The AF&T Committee will report to the Board, and the Board and Council will decide whether to continue with the suspension of the boycott, or to reimpose it. Until that time, the first two stages of censure will continue. The Board also voted to suspend the effects of censure at the University of Victoria until the Council meetings.

"Arbitrary decision making" may lead to censure

by Israel Cinman

There are no existing guarantees safeguarding academic freedom at the University of Montreal, according to Jacques l'Ecuyer, président of the Syndicat Général des Professeurs de l'Université de Montréal (SGPUM), and the university is courting CAUT censure by reverting to "arbitrary decision making" in three recent contract non-renewal cases.

The cases — those of biochemistry professors Roger Morazin and Charles Prévost, both fervently active in union drives at the university, whose contracts were not renewed in 1973, and more recently, the case of a law professor Renée Joyal-Poupart, whose three-year contract was not extended — all hinge on a university appeal procedure which, claim the SGPUM and the Fédération des Associations de Professeurs d'Université du Québec (FAPUQ), makes the university rector both the appellant and the judge in appeal cases.

In all three instances, the recommendations for non-renewal originated at the departmental level, and were appealed to a university review board, which recommended that the teachers' contracts be renewed or extended. The university rector, however, appealed to the university council, the University of Montreal governing body, where the departmental non-renewal recommendations were upheld.

The rector is one of the "more influential" members sitting on the university council, which includes some 15 prominent businessmen and judges, but only six U of M teachers and administrators, and it is this point that the faculty representative wished to emphasize, when he said that the "university council has no business passing professional judgement on teachers." Should the university wish to appeal the review board decision, l'Ecuyer said, the plea should be referred to arbitration.

Currently, the university is not obliged to appeal — it can merely quash the review board decision if it finds it unfavourable.

In the case of Renée Joyal-Poupart, the decision not to renew her contract was made by Jacques Bellemare, Dean of the university's law faculty. Personality conflicts with the Dean, "teaching difficulties" and a mid-term pregnancy, all played a part in the decision not to renew her contract. Her case was submitted to the review board which ruled she should be rehired for a two-year period. But the university council disregarded this decision and dismissed her.

Similarly, both Morazin and Prévost were told that their contracts would not be renewed in 1973. Their appeal to the review board was successful, but was overturned by the university, causing a mass resignation by the review board members.

A CAUT investigation committee was called in, and found that the "procedures followed by the university failed to adequately protect academic liberties of these two teachers." The appeal procedures used by the university were judged unacceptable by the CAUT and by the Association of the Law Professors of Quebec, among others, and have been asked to be placed under a review. Nevertheless, they were again used by the university in the Joyal-Poupart case.

According to SGPUM and FAPUQ, if no satisfactory solution is forthcoming, and if the university persists in using unacceptable procedures, the faculty association and the provincial federation will ask the CAUT to make the report of its committee of inquiry public, and to consider the imposition of censure on the University of Montreal.

Beware...

Sir,

Your article, "Professors Beware" in the February issue of the *CAUT Bulletin* was generally useful and informative.

However, there was one point of confusion. This was the reference to the professor's purloined material being sold and edited for commercial insertions.

If the "sale" was to another cable company, as indicated, you should know that the Canadian Radio-Television Commission does **not** allow cable companies to sell advertising time. If the sale was to a private commercial station, such editing might be conceivable, but it seems highly unlikely that a conventional commercial station would either purchase or use a professor's taped speech. There are other, much more attractive, programs available at rock-bottom prices.

F. K. Bambrick

Department of Journalism

The University of Western Ontario

Preaching objectivity

Sir,

In the February issue of the *CAUT Bulletin* you carried a letter by Mr. Jeffrey Holmes. In this letter Mr. Holmes refers to an article of his in *UNB Perspectives* of September 23rd.

Your readers will learn with interest that Mr. Holmes has been quite a prolific contributor to *Perspectives*. Here is a comment made by him on another occasion in that publication.

"Again I sympathize with the desire to improve one's financial status but I cling to the naive hope that university professors will be satisfied with a comfortable standard of living, so long as they are free to teach and carry out research" (*UNB Perspectives*, Nov. 4, 1974).

This ludicrous, condescending statement probably reflects not only the attitudes of Mr. Holmes but those of AAU and AUCC towards faculty.

To top it all off, the Executive Director of the AAU — who has never been a member of faculty at any university — then has the gall to preach objectivity to CAUT.

I. Unger

Department of Chemistry

The University of New Brunswick

CARLETON... from p. 1

The Carleton application was the first by Ontario professors seeking collective bargaining rights under the provincial labour regulations, and was closely monitored by other Ontario university faculty associations. The University of Ottawa faculty association is prepared to approach

Another warning

Sir,

I have read your short cautionary tale entitled "Professors beware!" with a certain melancholy interest. Perhaps you would permit me to add my own account of being exploited by the media. Here, alas, we are not dealing with the privately owned cable companies but our own parastatal CBC.

In November last I was phoned by Radio Canada International and invited to consider preparing material for them for transmission to Africa. Like Professor Jones, my ego was immediately stirred and I proposed, like a flash, to work up material on a pet project which I supposed to be of riveting interest to millions of African listeners. Not being told either to what length to go or what to expect by way of remuneration I spent about 20 hours preparing a manuscript which I presented to Radio Canada Overseas for their consideration. I then visited the Corporation's Montreal studios where I was interviewed for half an hour on the basis of my MS. Driving home I allowed myself to imagine what a difference a \$100-\$200 cheque would make to our domestic economy, never for a moment imagining that a corporation which can pay Barbara Frum's phone bill could be parsimonious. The cheque which I received was for forty one dollars, or fifty before taxes. Feeling ill-used, I wrote the Corporation explaining that I couldn't really expect to work for less than the minimum wage, which in Quebec is \$2.25 per hour. That was over two months ago. For a body whose main purpose is communication the CBC have since then remained strangely silent. From my own experience I would add a twist to the old saw regarding supping with the devil with a long spoon: when you sup with the CBC, pack a lunch.

Michael Mason

Department of History

Concordia University (Loyola)

the Board for certification if its bid for voluntary recognition is rejected by the university, and the York association has voted in principle in favour of certification.

The bargaining unit agreed to by CUASA and the administration includes all full-time academic staff, professional librarians and teaching assistants but excludes personnel engaged in administrative functions from the level of Deans, up to the President. Part-time teachers at the university have applied to the Labour Relations Board for certification as a separate unit.

Negotiations between CUASA and the administration will probably begin soon after the union formally receives its certificate. Professor

Women in P.E.I.

Sir,

Hilda Thomas' review of the "Report of the Provincial Advisory Committee on the Status of Women in Prince Edward Island" (*CAUT Bulletin*, December 1974) came to my attention recently. While I was pleased with the succinct clarity of the review — a difficult task in view of the comprehensive scope of this Report — I would like this opportunity to challenge a few of the statements it contained.

According to Ms. Thomas, there are no women in the Provincial Legislature. This was an obvious oversight by the reviewer, since Ms. Canfield, Chairwoman of the Committee, has been a member of the Legislature since 1970. Admittedly, Ms. Canfield is the first woman to be elected to the provincial Legislature and was the first woman to hold an Executive Council portfolio. Hon. Catherine Callbeck, who presently holds two portfolios — Minister of Social Services and Minister of Health — has been a member of the Legislative Assembly since 1974.

In the last provincial election 7 of the 84 candidates were women, a higher percentage of women candidates than ever before. While this proportion must be increased in the years ahead, I understand it is a better ratio of female candidates than that of other Canadian provincial or federal electoral jurisdictions.

During the last province-wide polling, one seat was challenged by three women. To my knowledge, this was the first time in Canadian political history (provincial and federal) where no male candidates were involved in an electoral contest.

It is true, there are few women in senior administrative positions in the province. However the reviewer's statement that "no woman occupies a position higher than Director in the Civil Service" does not give an in-

dication of the seniority of the Director's position in the Civil Service. In most departments, Directors are senior personnel, second only to the deputy minister. Since the Report was prepared, there has been a significant increase in the number of women in the position of Director and the Deputy Secretary to Executive Council, a post equivalent to Assistant Deputy Minister status, is a female employee.

Ms. Thomas appropriately concentrated on the position of women in the educational field. It is true that the Advisory Committee did not discuss the situation of women in the university. However, my understanding is that this omission did not infer — as Ms. Thomas concluded — "that the University of Prince Edward Island does not differ from most other Canadian universities in its treatment of women."

Following the release of the Advisory Committee's Report, the Province of Prince Edward Island has been actively involved in furthering the status of women.

In addition to the appointment of Hon. George Proud as Minister responsible for the Status of Women, steps have been taken to strengthen the present Human Rights Code and amend several other laws that now affect men and women unequally. These measures will be brought before our Legislative Assembly when it meets in 1975.

Several major items, including revisions in property law and family law, as well as sex-typing in textbooks are now under review.

One problem that must be faced in evaluating the status of women in Prince Edward Island is the reluctance of many women to apply for administrative positions in educational careers, to accept appointment to senior advisory agencies, and to offer their talents in elective public life. Hopefully, International Women's Year will change attitudes so that women will attain not only an equality of opportunity but also self-confidence to accept responsibilities commensurate with their abilities. Until these changes evolve in our society, Ms. Thomas' general assessment, unfortunately, remains all too true.

Alexander B. Campbell

Premier

Province of Prince Edward Island

Vickers expects to hold a series of general membership meetings to discuss principles of the union's first contract. The university had not objected to the association's application for certification, she said, and she expected the relationship with the administration to remain amicable.

The university also showed willingness to cooperate with the new union, having "no interest" according to Dr. Ross Love, the acting president, "in delaying procedures". "The university is ready to begin as soon as it is appropriate to do so," added Dr. Love.

OCUFA supported the Carleton application.

Professor Donald Savage,

Executive Secretary of the Canadian Association of University Teachers, which also supported the application said "the vote demonstrates that the great majority of Carleton faculty desires certification. It indicates the unity of the faculty, and augurs well for the negotiations which will be coming up soon."

LIBERTY, AUTHORITY the involvement of students AND DEMOCRACY in university government

D. J. Heasman

Democracy can both promote and hinder the cause of freedom. Yet arguments over the extent to which students should participate in university government are often presented or interpreted as though the issue were a simple matter of democracy versus authoritarianism. The fundamental issues have to do with the purposes of the university, the liberties that are necessary if these purposes are to be furthered, and the extent to which democracy and authority can each enhance and detract.

A university is characterized by its commitment to the advancement of learning. It is not an agency for the development and expression of personality, or a holiday camp for aged and ageing adolescents, but a place of learning and free enquiry in which each member freely assumes responsibility for himself and his work. It should partake of democracy in the sense that all its members should be encouraged to regard themselves as members of one republic of learning. Students should be recognized and treated as adults who are expected to have put adolescence and its antics behind them and are responsible for what they do. They should not have to tolerate the spectacle of professors posturing before them at meetings or wherever and behaving like the type of student for whom most students have contempt. They should not have to endure as though they were "kids" that flattery of their youth and even their "innocence" which middle-aged pragmatists are wont to perpetrate upon them. It is particularly contemptible when those who are concerned to ingratiate themselves have had to discard their earlier authoritarian postures.

Some advocates of university democracy see students as though they were one side of industry confronting, first, their "employers" and then "the system"; a kind of proletariat engaging in a class struggle that will bring inequality to an end. A few professors are inclined to give this movement their blessing, but they would do well to bear in mind that if we try to draw the line anywhere short of student participation (and perhaps parity and completely open decision-making) in all things, these are the people who will press, by one means or another, by physical disruption if need be, as occasions arise, or as they can be created, to achieve their objectives. Whatever happens as a result is never due to incitement but always to "the system"; violence is never due to their provocation, but always to the authorities (if such there be) that dare to resist. It is their slogans and tactics which induce other more numerous than themselves, together with a few louts who can now get away with murder by cloaking their behaviour in ideological terms, to demand that the universities be organized internally and aligned externally so as to become microcosms of some kind of non-liberal democracy.

Free speech denied

Pressure exists everywhere for universities to take a stand on the issues of the day — as opposed to the idea that they are institutions within which many people do take stands. Worthy people whose opinions can be dubbed reactionary have been denied free speech by democratic vote on some campuses (witness the Banfield episode at Toronto in 1974); freedom of speech itself being dismissed (together with the freedom to listen?) as a bourgeois concept. Yet the truth surely is that in-

herent in the democratic order at its best, necessary to it yet — because — autonomous, there must be institutions, not just universities, that embody interests and principles which are not themselves democratic. The necessities of a civilized state and society depend for their maintenance upon active, influential, civilized, and, if need be, dissenting minorities; for them to be influential, there must be effective communication between different spheres and levels of discourse; and this requires among other things that our work at the university, especially in such humane studies as philosophy, history, literature, and politics, should not become so esoteric as to lose touch with the educated layman. Universities are meant to sustain diversity and resist the imposition of any orthodoxy whether of the left or the right; they are needed in any society, so to break down their autonomy is to destroy a future as well as a present good.

Popular participation is good in itself and is itself a form of freedom, but it can pose a threat to other goods and that other form of freedom, the freedom to be left alone. This, in the case of the scholar, is the freedom to select his criteria of what is worthy of study, knowing full well that he will be judged according to his accomplishments. The professor must have time (the scarcest resource of all), which means that he must establish his priorities as to what he should get involved in in university affairs: he has certain obligations, to give of himself, but beyond some line or other he has a right to say "no," to say that his is the right not to participate. He has the right to look askance at the extra hours at meetings that have arisen as a result of increased student activity. By the same token, the student who does not participate in university government or in the crusades of the day is not necessarily apathetic: he may have better things to do. It is the individual student who matters, not students *en masse*; not everyone aspires to become a self-important *petit fonctionnaire*; it is no part of a student's obligations to testify as to the worth or otherwise of professors or anyone else around the place and he should not be pressed to do so; he should certainly not be imposed on to submit to all the tedium of committee work which will come his way eventually, likely as not, as part of the larger tedium of later life. This is the one time in his adult life when he can read widely and think deeply and stretch himself fully, when he can discover that learning, like writing, though a lonely and laborious business, can be a source of profound joy.

Differing roles

To reaffirm that professors and students have different parts to play in the affairs of the university is not to divide them into first and second class citizens. Citizenship is a matter of belonging to the state, and the very *raison d'être* of the state is government. Heaven forbid that what is appropriate for the state should be applied unthinkingly to bodies that have other purposes. Democracy *per se* has to do with who should rule, with who decides, more than with what is decided. The tendency is for reason to be subordinated to will, or even to "feeling." Little wonder therefore that when a committee in one Canadian university came to interpret the results of a questionnaire in which every question had opened with the words "do you feel," the committee was able to say that it

"feels that they reflect to a large extent the feelings of this campus."

"Demands" are put forward as "rights," and discourse degenerates through a "process" of "interaction" into that "meaningful" mouthing of slogans which now passes for "dialogue." The idea of instant-politics, that the present must not be confined to any degree by the past, that we must each have a vote on everything that "may affect our lives," suggests that the future likewise cannot be committed to any arrangements entered into in the present. Universities have thus been confronted by a developing and escalating agenda of demands and disruption stemming from causes largely external to themselves — stemming, through the politics of imitation, the politics of the fashionable, from what is going on elsewhere. Because of their very tolerance universities are highly vulnerable, fragile even, when confronted by such homogenizing challenges.

This is why opposition to some of the current trends in university life need not reflect some antediluvian kind of reactionary authoritarianism, but rather the conviction that where demands, many of them "non-negotiable," are acceded to so that important distinctions get blurred and further unwieldy structures set up, they should be resisted, as should democracy itself inasmuch as it promotes uniformity, conformity, and bureaucracy (and therefore hierarchy). To be true to itself, the university should instead be nurturing diversity, spontaneity, and individual responsibility and initiative. There must be room for different approaches and arrangements and characters. Most of us, we hope, are affable, but the type who doesn't suffer fools (and isn't one himself) will be remembered when all the emollients are forgotten.

Authority within university

Authority in a university is not the same as authority in other places. For one thing, academic authority is the kind that arises as one submits to a discipline (the inclination these days is to call this "repression") and comes more and more to master the discipline and to make innovations in it, and thereby to acquire a reputation as something of an authority among one's colleagues. This is the kind of authority without which a university cannot be a university. For another thing, universities thrive on informality within an unobtrusive framework of authority which is accepted without being made unduly explicit. This, unfortunately, is one of the casualties of recent years. Most professors are decent, modest fellows who are acutely aware, if they are truly university people, of what they themselves do not know, and who wince, therefore, even in these new circumstances, at the idea of building any argument about authority on the fact that they do know more than their students. They realize that what they have to convey to students is not just a body of knowledge but a disciplined scepticism towards received interpretations; hence the essential relevance of their research and their writing when these imbue their teaching. This is why it is unfortunate that we talk of the professor "giving" a class and a student "taking it." For the hope, for each of them, is that in stretching himself to grasp what is just beyond his reach, he will come to realize what is in him to be realized; his mind will be freed for thought — for coming to his own informed and considered and critical judgements.

This is the liberation that universities exist to foster. Happily, some students will turn out to be considerably brighter than the professors who will have helped them along the way, but their time as students is by definition their novitiate. *It is one thing to encourage students in a seminar to participate on an equal footing in order that they might one day achieve equal standing; but it would be quite another thing to bring them into the making of decisions on tenure and promotions and so forth, and thereby reduce the professor to the kind of dependence on his students that would make his affable and egalitarian stance in the seminar look like one of political calculation rather than one of temperament or pedagogical intent. The distinction is between informality and "phoneyess," between regarding the student as an end in himself and using him as a means to one's own advancement or survival. When an educational relationship is reduced to a political one in an educational institution, everyone is a loser; everyone is reduced; the professor has sold out.* F. R. Scott, a man whose credentials as a progressive person are not in question, put it this way: you cannot have non-professional people deciding who is competent to be a professional without having the profession cease to be one. Professors who question this must ask themselves whether their diffidence stems from modesty or loss of nerve.

Dissent

People who know what is involved in dissenting from what is accepted and "established," who, perhaps, have always identified with progressive causes, and who still do, find it difficult, if not unnatural to *defend* an institution, given, as with all institutions, that it falls somewhat short of what it was meant to be. No one likes to be charged with

having changed one's tune and joined "the establishment." But such charges are quite out of place in this context. For one thing, establishments are usually part of the problem. If we really believe in keeping alive a tradition of informed scepticism and dissent, we must, in our various places in the university, do what has to be done to sustain the institution which, albeit imperfectly, embodies and transmits this tradition. Our successors will rightly hold us accountable for any *trahison des clercs* which allows the place to become a shambles or a travesty.

This is why it is dangerous to liken the faculty to the student body as though each were merely an "interest." Each group has interests, and each group has organizations which are concerned, along with a number of other objectives, to defend and further these interests, and which should therefore be separate from the basic representative system that is built into the structure of the university. But the faculty have responsibilities to discharge — to students, for example. They are appointed and remunerated to discharge these responsibilities, and have no right to abdicate them. Their involvement in the university and its system of "sanctions" is such as to expose their reputations and careers according as they perform well or badly. A certain trust has been vested in them, by all sorts of people, not least the general public. Whether the faculty like it or not theirs is the authority, i.e., the duty and therefore the right, to make certain kinds of decisions. This is why *it is necessary to draw lines between matters that should be open to student participation and matters that should not*. The academic profession in a university, and the professions within it that focus on the departments and faculties, must be self-governing or they are not professions; and to be self-governing

they must retain the right, even if they do not always exercise it, to meet separately "in faculty session" and make professional decisions and meet their professional obligations.

Right to privacy

One line that needs to be drawn is the one which separates decisions that have to be made about individual people from other types of decisions. The appointment, remuneration, tenure, promotion, and dismissal of faculty members, for example, are matters in which students should not be involved. A student's health record, financial affairs, record of interview with counsellors, religious affiliation, and so forth are not to be divulged. No matter what a democratic majority may decide, an individual's prior right to privacy cannot legitimately be taken away. Parents, for instance, are not entitled to information that would be given them if their offspring were at a school rather than a university. The C.A.U.T. document on academic freedom for students refers to "the right of confidentiality of records and reports, other than information on academic standing in response to requests from legitimate sources,"* and reminds members, in the CAUT Policy Statements concerning the role of the RCMP on the campus, "that they are not compelled to reply to questions of the R.C.M.P. respecting the political or religious beliefs, activities and associations of colleagues and students."

The need is to minimize the number of people who have access to personal files. There are many things that most of us should not expect to see; when we do see them, it is crucial that mutual trust should be maintained. This is why one answer to such debating arguments as that "there is nothing that I would not be prepared to discuss in front of my students" is: what about the personal records of other students? Any student has the right to insist that these remain private. If students were "in" on the making of decisions about other people, students or not, the only redress that people would have for wrongful disclosure on the part of the students would be legal ones: for defamation, for example. And who wants to have to go to law? Professors, like students, may be capable of betraying confidences and performing poorly, but for reasons already discussed they have an interest, but not merely an interest, in exercising good judgement and behaving judiciously. Whatever their individual dispositions, theirs is a professional obligation backed by something in the way of sanctions.

University structures

It is common for the structure of the university to be discussed as though it consisted of three "estates": the administration, the faculty, and the students. Student activists, for instance, are inclined to tack the faculty on to themselves and demand democratization in the name of "students and



* Editor's Note: The document referred to here was drafted by the Subcommittee on Faculty-Student Relations, as possible CAUT guidelines or a policy statement on the subject. The document, however, was not endorsed by the CAUT Board and does not represent the official CAUT position.

faculty." Some administrators are given to illustrating the degree of democracy already achieved by pointing to the number of ways in which the faculty have become involved in the government of the institution, and then extending the illustrations by bracketing students with the faculty. They overlook the fact that professors range as in a spectrum from those at one end who are virtually full-time administrators to those at the other end who are scarcely involved at all in administrative matters. (That this is a spectrum in which senior academics are to be found at both ends and in the middle — that it partakes of the academic hierarchy but does not coincide with it — is one reason for distinguishing between academic promotions and administrative appointments.) In this respect the administration is not something apart from the faculty but rather an extension that is academically ancillary to it. This is why it is unfortunate, however understandable, that most senior administrators do no research or writing and have no contact with students in the classroom and the laboratory. It is so easy to become immersed in the mechanisms of university life and be divorced from its texture. This, together with their role as servants of the Board *vis-à-vis* the Faculty Association, sets them apart from the faculty and exposes them to the occupational hazard of coming to regard themselves as "brokers" who have to deal with two

groups, in such a way that either one group, the students, who are the more likely to be troublesome, are catered to, or, if they are not catered to, the other group, the faculty, can be left to take the blame.

Of course, there are always a few faculty members and administrators who are disposed to see some rationality in anything that student spokesmen and activists come up with, or some impropriety in any decisions that might antagonize them, no matter that student-officials have all too often shown greater interest in confrontations and sit-ins and walk-outs on the issue of participation than in actually participating; that time after time it has been more important to students intent on confrontation to try to get the faculty not only to capitulate but to be seen to have capitulated. Somewhat less extreme student-officials have been able to capitalize on this by posing the threat that if their demands are not conceded, more extreme demands might be put forward by more extreme people in more extreme ways. Any who are more moderate who later come into office may dissociate themselves from all this and claim that they cannot speak for their predecessors, but this is the very discontinuity which makes student involvement in university government so problematical and precarious. Authority that is taken from the faculty

does not necessarily become power in the hands of students. The same applies to meetings that are opened up: power has a propensity to move to gatherings that are more closed and arbitrary than those one started out with.

Advantage should be taken of a period of relative calm to reflect on what is at issue. Crises develop quickly and unexpectedly these days. Meanwhile, let it be remembered that the years of agitation and turmoil have already taken their toll: in terms of the general waste of time and energy; in the loss of enthusiasm and concern and the deterioration in morale on the part of teachers for whom teaching was a joy; and in the departure from particular institutions or from the academic world at large of a number of topnotch professors some of whom have never been replaced, a loss which has to be borne by our present and future students. It has not been easy for those who have remained, to muster the resilience to carry on with their work as their conception of the university requires of them, when distracted by the need to defend the institution, and to resist the consuming clamour of degeneracy.

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COLLECTIVE BARGAINING BY PROFESSIONALS

advisability,
practicability and
feasibility

John Crispo

Collective bargaining may be defined as any form of group pressure brought to bear on employers or their equivalent by employees or pseudo-employees for the purpose of bettering their economic lot and conditions of work. In this broadest sense of the term most of the older and more traditional professions and many of the newer ones have been engaging in collective bargaining for many years and in some cases almost since their inception. There are a variety of ways in which the strategies and tactics of such groups may be categorized.

One somewhat facetious way in which to portray their activities is to place them on a three-point spectrum ranging from collective begging through collective bargaining to collective bludgeoning. Most professors are familiar with collective begging as the most charitable manner in which one might describe their own faculty association endeavours for many years. It was and still is in many instances little more than begging since there was no real threat of power behind the requests for improvements being advanced. In the spirit of universities as communities of scholars it has been assumed that reason and even justice would prevail.

In the middle of this three-point spectrum lies the mainstream of North America's conventional collective bargaining model. Essentially an adversary system, this model is based on the assumption that there are inevitable and natural divisions of interests between labour and management, which can in most instances best be resolved by confrontation and if necessary a raw economic power struggle. Much more will be said about this commonplace approach in later parts of this paper.

Collective bludgeoning is the name which can be attached to the practices of some self-governing professions which the state has chosen to enshrine with such potent powers as licensing and fee-setting. In these cases the presumption has been that the many professions in question would only use these powers in the public interest and that any

selfish pursuits thereby served would be quite incidental, even purely coincidental. Not surprisingly, this has not always turned out to be the case.

This leads to another way of looking at the range of group activities that professional bodies can engage in to advance their station in life. One of these means is clearly by raising educational standards for admission to practice and otherwise restricting entry which may or may not be desirable from a public point of view but certainly redounds to the benefit of the reduced numbers who do get to practice the professions in question as well as those already in when the new standards are applied. Beyond manipulating the supply side of the market and thereby advancing and protecting their positions, many professions also engage in fee-setting with varying degrees of effectiveness. At the one extreme, sometimes their fee schedules are little more than guidelines for their members to follow or not follow as they see fit. At the other extreme, these fee schedules often represent hard and fast minima below which the individual is not to trespass without risking disciplinary action.

Now that the public has caught on to what many of the professions are up to, governments are beginning to take a little more interest in their licensing and fee-setting activities. This interest varies from the superficial tokenism of a few so-called public representatives on the bodies in question to full scale bargaining between the latter and the appropriate governments about the matters in contention. In the event of an impasse, such negotiations may culminate in some form of third party intervention leading to compulsory or voluntary arbitration or even strike action if the dispute remains unresolved.

The point is that in one way or another all manner of supposed professional groups have taken collective action to attain their goals. So it's hardly a new phenomenon among professionals but rather essentially a matter of deciding which set of strategies and tactics are best for each of them to pursue.

Professors as Professionals and The Causes of Their Discontents

For present purposes and in view of the lack of any better alternative, a profession may be described as any calling requiring an unusually high degree of education, skill and personal integrity. In this sense, most if not all, professors are or should be classified as professionals. Beyond these general prerequisites, however, there is some doubt as to their status.

For example, there are those who believe that a profession is not really a profession unless it has full self-governing powers. Although professors as a group, lack this attribute, they may have more than offset this shortcoming through their distortion of the once almost totally valid device of tenure to the point of creating one of the most exclusive and protective guilds to be found anywhere.

Since most professors seem to want to be considered professionals and certainly warrant that label as much as many others who bear it, it may be best to leave it at that and turn to what is bothering them so much these days. The list of their concerns, fears, grievances, gripes and so on is long and growing. Like everyone else they are plagued by inflation and the rising cost of living. When this consideration is combined with the monetary bind confronting most universities, it is not surprising that they are worried about how their real pay will be maintained let alone increased over the next few years.

The market for professors has also shifted drastically in recent years to their disadvantage. What was only a few years ago a brisk seller's market has now become a fairly tight buyer's market. This has reduced the job mobility of professors thus eliminating what was formerly a major form of income and promotional advancement. The change in their labour market has also added to the job insecurity now worrying many professors.

Further aggravating the latter concern and a number of others in many universities, is the continuing lack of clarity in the criteria for hiring, promotion, tenure and now, of course, discipline, dismissal and especially layoff procedures. Wherever these deficiencies persist, they give rise to legitimate feelings of a lack of both due process and objectivity in decision-making.

Also still bothersome to many faculty members is the issue of student power, as spent and waning a force as that may be. Perhaps this would not be so disquieting a consideration if general incompetence and remoteness were not such pronounced features of so many university administrations these days. The ill-will which all this engenders is further aggravated by the lack of candour and openness which often characterizes the closed inner circles which still control or try to control numerous institutions of higher learning.

Another major concern to faculty members over the medium and longer run is the obvious growth in government influence and intervention in university affairs. When these government intrusions are backed up or at least reinforced by increasing public hostility towards the universities it makes professors wonder if they have any friends left at all.

Given all these considerations and many more that others could doubtless add, it is not surprising that professors should be looking for new solutions to their problems. The question is which way they should turn, and, more particularly, whether collective bargaining can provide the answer or at least a significant part of it.

The Advisability of Professors Engaging in Collective Bargaining

There are obviously pros and cons involved for any group contemplating collective bargaining as a remedy for the difficulties they may have with their employer. In most cases the pros would seem to so outweigh the cons that it is hard to believe a higher proportion of the labour force is not organized. In some cases, however, as with professionals, and perhaps especially professors, the scales are much more evenly balanced and the choice is more difficult.

On the one hand, there are clearly many possible advantages to be derived by professors opting for the collective bargaining route. These advantages are for the most part so widely appreciated that the mere mention of them will suffice. Topping the list of likely benefits are better salaries, and fringe benefits, greater income and job security, improved systems of industrial jurisprudence, and a larger voice in just about everything. Other advantages could include a freer flow of information within the universities and, for those who are interested, significant curbing of whatever pressure remains of the student power movement.

Against these possible advantages are a number of disadvantages which could flow from collective bargaining. Some of these potential disadvantages are fairly broad and nebulous but nonetheless worthy of mention because of the consternation they give rise to among many faculty members. Of great potential concern in several quarters is the possible shift from what has been believed to have been collegial, deliberative and participatory relations to what is perceived as being adversary, bargaining and contractual relations. Sometimes these somewhat vague concerns are put in different ways. Thus, in terms of attitudes, one sometimes hears of a possible change from a community of scholars to a community of protagonists. Similarly, one also hears of a potential shift from reason to power as a basis for decision making. As imagined, irrelevant, meaningless and even romantic as these contrasts might appear, they still pose major psychological barriers for many faculty members who may in the final analysis simply be balking at the thought of becoming union members.

Some of the disadvantages which could result from the introduction of collective bargaining in

the university setting are more concrete and real. One very real danger is that there will be a herd effect in which the lowest common denominator among the faculty asserts itself by dragging everyone else down to its level. This serious risk would likely show up first in the form of a movement towards a rigid lock-step salary system depending on little if anything more than years of education and years of service. This is the common approach in the public and high schools and although it began before teachers' unions asserted themselves it certainly has not changed and may indeed have become even more entrenched and stultifying under their influence. The end result of this kind of a process within the universities would be the professor is a professor is a professor syndrome with salaries bearing little or no relation to market and merit considerations. The tendency towards mediocrity resulting from such an approach to salaries would probably be reinforced by a tendency to put more emphasis on seniority as distinct from merit when it comes to promotions.

Another potential disadvantage of collective bargaining could arise if the management side of the university-faculty relationship began to ask for some productivity, work rule and work load concessions in return for any monetary gains it might be prepared to offer. Some of these concessions are going to have to be made with or without collective bargaining, but many professors would doubtless not want to hurry along this process.

At some point there would almost be an inevitable tendency to involve outsiders and third parties as anything from legal counsel and consultants through conciliators and mediators, to arbitrations and final-offer-selectors. Some professors are bound to feel that such interlopers can never be expected to appreciate the niceties of university work styles and will therefore eventually foul them up.

Last but not least is the fact that direct action in the form of a strike or lockout could not be ruled out forever. Although some may feel that arbitration is the obvious alternative to the squeamishness they may feel about any kind of a basic confrontation, this is not an option they should consider will be available to them for long if at all for reasons alluded to later in this essay.

The Feasibility of Professors Engaging in Collective Bargaining

Given all the pros and cons that can be conjured up about the advisability of professors engaging in collective bargaining, there are bound to be questions raised about its feasibility. Basically, this comes down to the issue of whether or not professors will prove able and willing to pursue the collective bargaining modus operandi to its logical limits. Since many in the U.S. and some in Canada have already done so, this may seem a moot point. But it is still much more than that in many universities where the majority of faculty members are still loathe to adopt the collective bargaining route.

Clearly, however, there has been a marked swing in professorial opinion on this matter over the past few years. Given the growing sources of faculty discontent outlined earlier this is understandable. Indeed, one can almost envisage the scenario by which a university faculty is converted to unionization. There is almost a predictable order in which this happens. The first to go are usually the lowest paid arts and science faculty members with the fewest attractive alternative opportunities outside the universities. Normally the next to go are a combination of the remaining arts and science holdouts and faculty members from the lower paid professional schools where the options for outside employment are limited and/or unappealing. Almost invariably, the last to go, if they go at all, are faculty members in the well paid professions such as law and medicine where the university has to do comparatively well by its professors or lose them to private practice. In every case, of course, there will be individual dissenters either on the basis

of principle or on the basis of their pride in their own excellence and value which they feel will be better recognized and recompensed in a regime of individual as opposed to collective bargaining.

The point is that the handwriting is already more than on the wall. Advisable or inadvisable, good or bad, right or wrong, increasing numbers of faculty members are turning to collective bargaining as the hoped-for answer to their plight. Increasingly, therefore, collective bargaining is being deemed both more desirable and more feasible by greater numbers of professors. The only remaining question is whether its really very practical.

The Practicability of Professors Engaging in Collective Bargaining

As mentioned earlier, collective bargaining is essentially an adversary system based on confrontation and raw economic power. As also mentioned earlier, this aspect of the process might prove most distasteful to many faculty members and could perhaps be circumvented by resort to some form of arbitration. Indeed, this has already been tried in a number of U.S. situations and one or two Canadian ones.

It is wishful thinking, however, to assume that such an alternative or option will always be available. Because of its many adverse side effects, arbitration would not likely prove that desirable over time from a faculty point of view any more than from that of a university administration. But the strongest objections to arbitration could ultimately come from the latter and if not from that quarter certainly from the government which must eventually foot the bills. Neither financially hamstrung universities nor the governments trying to keep them in that position can really afford to accept or permit resort to third party intervention which removes such a large component of costs from their control.

This being the case faculty members who are really serious about collective bargaining must be prepared at some point to take direct action in the event of a disagreement. This raises the fundamental question of how much bargaining power university professors really have. Although many perceive their power as being quite significant, they are probably deluding themselves. They are hardly providing an essential service and a short strike would do society little or no harm. Even a protracted dispute would not damage society as much as a garbage or hospital strike let alone a police or fire walkout. Yet society has taken some long garbage and hospital disputes and not suffered that much. Obviously there is a point at which a lengthy university strike would do considerable harm but even then society might not be that aware of it and professors could conceivably do themselves more harm than good by completely demoralizing the institution in return for whatever concessions they were able to exact from it.

The problem of practicality will only become a real one, of course, if the soft-headed liberal administrators, professors as much as anyone else choose to preside over them, decide to stand up and be counted in a showdown with the faculty or in effect are compelled to do so by government pressure of one kind or another. In either event professors could have a serious problem of practicality on their hands if they feel compelled to shut down the institutions of which they are such an integral part for so long that they might end up hurting themselves as much as anyone else.

Some Thoughts on Some Possible Ways Out

Of the many issues raised in this essay those of gravest concern pertain to the potential levelling effect of collective bargaining, to its related and possible divisive effects on the faculty as a whole in the multi universities, and to the effective negotiating strength of professors. Solutions must be found to the dilemmas created by these problems if professors are to go forward on a united basis to

make collective bargaining work to their advantage without-at the same time compromising any claim they may want to maintain to being individualists and professionals.

Turning first to the interconnected issues of the herd or lowest common denominator effect and the disunifying impact this could have on the faculty as a whole, one comes immediately to the question of the weight which should be attached to market and merit considerations in salary determinations. As to the former, some mechanism is going to have to be found to protect the preferred positions of professors in some divisions of the university where the forces of supply and demand dictate higher salaries if comparable quality of personnel is to be sustained. A crude but perhaps necessary way of providing this protection would be to give the professors in the divisions in question veto power over the results of the bargaining much as the skilled trades in the United Automobile Workers have in effect the power to vote down any proposed collective agreement that fails to look after their special concerns. Because this approach might lead to protection of no longer valid or warranted salary differentials, it would probably be preferable to work out a way of determining more objectively how much more, for example, a university has to pay its dental professors than its english professors to ensure relatively equivalent faculty in terms of their stature in their chosen field. Some such procedure must be worked out if anything very sensible is to come about as a result of the introduction of collective bargaining. Otherwise universities with both professional and non-professional faculties are likely to divide and fragment along these lines with undesirable side effects for all concerned. Not the least to be hurt by such a disintegrating process would be the lower paid arts and sciences professors which have traditionally gained considerable increases because of the greater leverage of their higher paid professional school colleagues.

When it comes to the reward for individual merit the challenge is to get away from the worst features of the aforementioned rigid lock-step public and high school salary systems based as they are essentially on years of education and years of service. Here the simplest approach would be to adopt the policy of Actors Equity, the Musicians Union and the Newspaper Guild each of which concentrates on the minimum scales for its membership leaving each of them to command as much more than the appropriate minima as they can. In the university setting, this would mean that the faculty union would press for increases in the minimum rates for each rank with every professor presumably making his or her own way up the promotional and salary hierarchy as best as he or she could. The word presumably is used here advisedly since none of this would have very much meaning unless individual faculty members at a minimum received

annual written reports on their rates of progress and the reasons for their salary increases and had the right to grieve if they felt an injustice was being done. Equally important eventually could be the need for full disclosure of all individual salaries and all other salary data. Otherwise there might in the long run, be precious little hope of realizing any genuine confidence and credibility in the kind of merit-oriented salary systems being suggested here.

Coming back to the matter of faculty bargaining power, it is probably true that a strike at one university would not have that much impact in a multi-university province such as Ontario. In that event it might be necessary for all the university faculty associations to join together for negotiating purposes. Assuming they could resolve their own competing and conflicting priorities — a big assumption in a province like Ontario — this would mean they would end up bargaining with the provincial government or its proxy. That being the case it is not inconceivable that it might be better to bargain over the general level of public support to be made available to the university community in general based on whatever formula is in effect, leaving it to each faculty union and its university to decide what portion of that increase is to be devoted to professional salary increases and how that portion in turn is to be divided up on the basis of market and merit considerations. In any event a province-wide strike by professors would undoubtedly have far more economic and, more important still, political clout than an individual university shutdown.

A Cautious and Guarded Conclusion

For one who has been a long time believer in and champion of collective bargaining, this has been a most difficult essay to write. It is full of ambivalence because of a strong feeling that while collective bargaining can accomplish a great deal for professors, it is not going to begin to solve all their problems and if misapplied or misemployed might even do them more harm than good.

Collective bargaining per se should not be an abhorrent or frightening prospect for professors nor even the fact that they might become involved in some long and protracted and perhaps even futile strikes while fighting for gains they believe they had a right to expect. Of much greater concern to some will be the adverse effect on the individual professor and his or her right to be rewarded in some relation to his or her market value and merit. Otherwise the incentive and motivation to excel as an individual researcher, scholar and teacher could suffer unnecessarily. The price of this would be to compromise too much of the claim of professors to whatever degree of professionalism they still deserve.

A number of thoughts have already been offered

as to how collective bargaining can be adjusted within the university setting to make it a viable concept from the point of view of all concerned. Unless the challenges set forth in the previous sections can be successfully met, it is questionable whether the possible gains from the application of collective bargaining will offset the potential losses. Assuming these problems can be overcome it remains to touch on two other aspects of the present state of Canadian universities and their faculties that relate to and are just as important as the issue of collective bargaining.

The first of these is that of tenure which still has a claim to legitimacy though solely as a device to protect the academic freedom of faculty members. The problem is that tenure has come to mean much more than that and in the process the only valid role it ever had could be jeopardized. It would be most desirable if through collective bargaining a clear cut distinction could be drawn between tenure on the one hand, as a means to protect free-wheeling research, scholarship and teaching, and varying degrees of job security, on the other hand, designed to ensure adequate compensation in the form of severance pay or early retirement for those with long service who are no longer performing satisfactorily and could be readily replaced by more competent candidates.

To conclude on another related and equally hard-nosed note it is to be stressed that nothing less than realistic adjustment, displacement and reallocation decisions are required to improve the future prospects of both Canadian universities and what will eventually remain of their present faculties, divisions, departments, and professors. Far from expediting this nasty but necessary business collective bargaining could serve to impede it. That is why anything that happens on the collective bargaining front must in a very real sense be accompanied and complemented by improvements in the governance and management of universities if anything worthwhile is to come of it all. Otherwise the leadership vacuum will remain, in which event collective bargaining while perhaps leading to some improvements in salaries and working conditions will do very little to restore the professional pride that once was much more deservedly associated with being a university professor than it is today.

Prof. Crispo was the mediator-final-offer-selector for the Ontario Hydro and the Society of Ontario Hydro Professional Engineers and Associates, and was a member of a special committee of the University of Toronto Faculty Association to consider the pros and cons of collective bargaining. He is at the Faculty of Management Studies at the University of Toronto.

A few words on tenure. Business administration faculties (or their deans) should hire the occasional historian. Professor Crispo looks back to the good old days when tenure was legitimate. In the good old days of the nineteen-fifties United College fired Harry Crowe as a tenured professor without reasons or a fair hearing. At about the same time a CAUT survey revealed that most Canadian universities had no safeguard through third-party arbitration for tenured professors. Tenure was, in fact, a gentleman's agreement which could and was abrogated unilaterally by the side with power. That power was clearly exercised in a good many institutions to impose a general conformity. Since then CAUT has developed the hardly radical notion that a tenured professor should not be fired unless just cause was shown before a third-party arbitration. In our view tenure is defined by this procedure. Would John Crispo abolish it and return to the good old days? There are university administrations which are prepared to try to prove just cause before a tribunal. If others choose not to do so, Professor Crispo should address his strictures to them, not to the institutions of tenure.

Donald C. Savage, Executive Secretary, CAUT

Dean Crispo has highlighted many of the dilemmas surrounding the issue of collective bargaining for Canadian university professors, but his discussion leaves the reader still looking for guidance. In the present circumstances of most universities, is collective bargaining likely to produce net benefits to professors? The answer to this question, I submit, is more likely to be found through an examination of universities' experience with faculty, either through traditional methods or collective bargaining, than in speculation. The reader may ask if Canadian universities are really characterized by "collegial, deliberative and participatory relations," or "a regime of individual bargaining."

One answer might be to examine the experience of other North American universities with collective bargaining. Evidence now available indicates that collective bargaining does not interfere with traditional academic governance. Many agreements specifically exclude consideration of curriculum, for instance. Salaries are often expressed in terms of a formal scale, augmented by detailed provisions for merit awards and differentials based on discipline. Protections for tenure and academic freedom have generally been strengthened. Many other customary aspects of academic life have been spelled out in contractual language, while formal grievance procedures are universal features of collectively bargained agreements. Experience with academic strikes is still too limited for any general statement. If universities are so nonessential, however, some explanation must be

found for the extensive unionization of nonacademic personnel.

The fundamental nature of the issues raised by Dean Crispo suggests that the debate over collective bargaining at any individual university may be addressed in broader terms. Collective bargaining is a means for all faculty members to participate under legal protection in certain decisions. As such, it is a form of peer judgment and collegiality, but carried to greater lengths than is normal at many universities. In deciding their position on collective bargaining, some faculty members may be more influenced by opinions of their colleagues than of their administrators. The results of collective bargaining should reflect the values of the university community, with a strong faculty voice. If faculty members want excellence, for instance, then their agreement and their union should encourage high standards of performance on various dimensions. Where faculty members are indifferent to excellence, the converse will be true.

Dean Crispo's questions go beyond collective bargaining. They invite Canadian academics to re-examine the structure of the university community, as well as the role of universities in the community. He correctly points out both the dangers and rewards of change.

Mark Thompson, University of British Columbia

FEEBLE FUNDING CRIPPLES UNIVERSITY BIOLOGY DEPARTMENTS

R. C. von Borstel

In November 1971 the chairmen of many departments of biology from universities across Canada met at Montebello, Quebec, and formed the Canadian Committee of University Biology Chairmen/Comité Universitaire des Directeurs de Biologie du Canada (CCUBC/CUDBC). The organization arose from the expressed observation that the problems faced by the chairmen were similar — galloping enrolment increases; cutbacks in provincial operational funds; no increases in the federal budget for research in biology; popular and governmental demands for interdisciplinary research from under-funded disciplines; increasing costs as biological teaching and research involved ever more sophisticated techniques; and inflationary costs which even then were beginning to be felt.

Stories were then rampant in the press that graduate students and postdoctoral fellows could not find suitable jobs and were driving taxis, that college and university enrolments were dropping, and that federal and provincial governments were wasting the taxpayers' money in supporting basic research. As individuals we had begun to believe this din to be representative of the rest of Canada even though the stories were directly counter to our individual experiences.

Because members of the CCUBC/CUDBC collectively wondered what the true situation was, we decided to carry out our own investigation. We proceeded on the assumption that chairmen probably had better knowledge than anyone else of whether their Ph.D. students had been able to find suitable positions. And in this spirit, questionnaires were sent in November 1973 to chairmen of as many departments of biology as we could find. This article describes the findings and explores some of their implications.

The first question was, "who is a biologist?" Like cats, they come in all sizes and colours, so we decided to let each person define himself. Biochemistry and microbiology departments tend to associate themselves with faculties of medicine. Departments of animal sciences in faculties of agriculture tend to ally themselves with agriculture, although departments of plant science in the same faculties tend to consider themselves biologists. Still, the spirit of co-operation was remarkable (which is probably a measure of the gravity of the problems) so that the final sampling through the questionnaires dealt with almost 85 per cent of the total number of biologists and biology students (as measured against Statistics Canada estimates of the number of college and university students, and the National Research Council reports on the number of people who apply for operating grants).

This constitutes a large sample, biased in one particular way: it probably does not represent adequately the smallest departments of biology in small colleges, where the chairmen and the academic staff are so overworked that another questionnaire is simply too big a problem to face. We noticed also that new chairmen didn't answer the questionnaires, probably because they did not yet realize their principal problems were national, not local, in character. Anyway, there is no reason to believe that problems of small departments, small colleges, or departments with new chairmen differ substantially from the rest, so no bias factor is included in the data presentation in the accompanying table.

The principal findings are shown in the figure. In six years, starting with the year 1968, the university student population increased about 30 per cent across Canada. There was no appreciable increase in 1971-1972 and 1972-1973, but over-all student enrolments now seem to be on the rise again. By contrast, during the same six-year period enrolments in biology have increased almost 130 per cent, and that relentless increase never slackened. Although we have no information on why biology enrolments have increased so much, there is no reason to disbelieve conventional wisdom: the lack of positions available for college graduates caused a swing of enrolments toward competition for the two professional fields where college graduates are always fully and remuneratively employed — dentistry and medicine; and the world-wide emphasis on environmental problems, man-made pollution, and preservation of wildlife made more students want to learn more about biology.

Whatever the reasons, undergraduate enrolment in biology has increased dramatically, and this has had an impact on other aspects of the university community. Everyone knows that provincial governments across Canada clamped down on university staffing during the early 1970s because, it was said, "student enrolments are dropping off," "the war-babies have graduated," and "there are no jobs for college graduates, so no reason to go to college." Actually, there were two reasons: provincial governments needed more funds from somewhere to pay rising Medicare costs, and they noticed that too many graduate students had been poorly selected.

But there are always a few staff positions available from retirements, deaths, and transfers in all parts of academia. For these few posts, between the howls of anguish from the dispossessed and the cries of anxiety from the overburdened, the university administration must make its decisions about adjustment of the staffing priorities. Full-time academic staff positions in biology rose from 595 in 1968 to 1,006 in 1973, an increase of 70 per cent. This is only half of the percentage of the student increase in enrolments in biology, but for a year of economies the increase is nevertheless quite substantial.

It is of interest that temporary sessional appointments in biology increased by a factor of four (from 17 to 65) during this period, so departments were beginning to accumulate appointments of second-class citizens instead of having regular staff appointments available. Although the percentage of sessional appointments is still small over-all, biology departments and universities will pay for their sins later because peer evaluation and search committees seldom enter in when sessional needs are hastily filled. A sessional appointee nearly always seeks to have his position become permanent — and often gets his way by procedures that cause stresses in the department, which are also permanent.

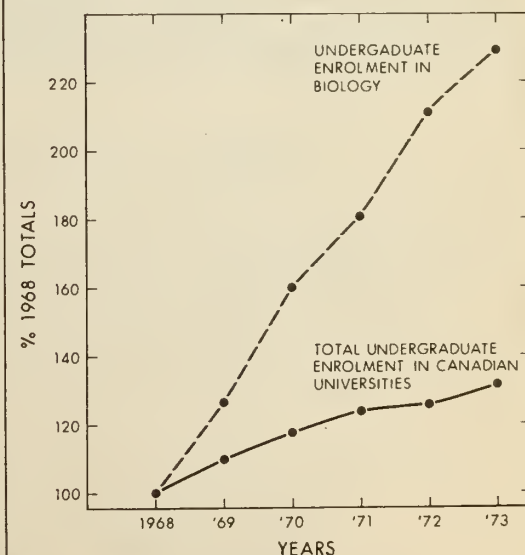
What about the graduate students in biology? The enrolments increased about 30 per cent during the same six-year period, almost exactly paralleling the increase in student enrolments throughout the universities. It is clear that, because the student enrolments in biology increased by nearly 130 per cent, the teaching sections in laboratories of necessity became larger, or laboratories were dropped from courses, both of which signalled a

decline in teaching standards. Not only had the fat been trimmed by zealous surgery, but bones, flesh, and brains had been removed too.

The restraint in graduate school enrolment of students and the demands for qualified staff suggest that new Ph.D.s and postdoctoral fellows in Canada may have had a certain success in finding positions suitable for their training. It is not that there is a surplus of positions. Dr. R. D. Hotchkiss of Rockefeller University pointed out that in these days everyone is looking for a job — if he's not looking for one for himself, then he is looking for one for someone else.

The data gathered involved a detailed examination of the fates of individuals obtaining the master's and Ph.D. degrees during the calendar years 1972 and 1973, as well as the fates of postdoctoral fellows who completed their tenures in these two calendar years. The years 1972 and 1973 are the two leanest years for employment in recent times.

Approximately three-quarters of all graduating M.Sc.s, Ph.D.s, and postdoctoral fellows went into positions consonant with their training in colleges, industry and government. Another group left Canada seeking their fortunes elsewhere. Of course it is the 5 to 15 per cent who are left over that concern us all. These have found their way into parabiological fields such as forestry or medical, veterinary, and dental schools; some have taken positions as technicians, or in some other temporary employment, while waiting for a suitable post. A few, and very few at that, have left biology altogether. Others became full-time housewives, high school teachers, or public school teachers; went to law school; became curators at museums; continued elsewhere as postdoctoral fellows; or simply became world travellers. It speaks well for the responsibility, ingenuity, and attitude of the graduate student and his department that only one out of 922 went on welfare. Who says a college education and graduate training does not make an enterprising citizen?



A comparison of undergraduate enrolments in biology departments of Canadian universities with total university enrolments

Differences were observed between western and eastern Canada. In western Canada, student enrolments reached a plateau in the year 1969-1970 and for the following four years the level remained the same. Nevertheless, in western Canadian colleges and universities there was a 63 per cent increase in students enrolling in biology between 1968-1969 and 1973-1974. The really vast increases in both university and biology enrolment took place in eastern Canada. There, total student enrolments in universities and colleges have increased 45 per cent since 1968-1969. Enrolments in biology have climbed a staggering 190 per cent in the same six years.

It is a truism that teaching and research in a university are scholarly activities that cannot be separated. How can a teacher tell students where the ever-shifting edge of darkness lies if he doesn't survey it himself? With a 70 per cent increase since 1968 in full-time academic staff who teach biology there should be a similar increase in funds for research for biologists. Instead, the National Research Council of Canada has had an 8 per cent increase in funds of extramural research since 1968,

presumably to halt governmental "wastefulness in spending." It seems that a compromise in the education of Canada's students is preferred.

The administrations of universities are striving to equalize departmental burdens across each campus, but this must proceed slowly for three reasons. First, in a faculty with declining enrolments, when a class size drops from 40 to 32, the teacher knows he can do a better job. A 20 per cent decline in student enrolment cannot justify a decimation (quintimation?) of the staff even if tenure rules did not apply. Second, when class sizes increase, the administration believes it must wait before adjusting the number of teachers, because they hopefully assume the students will go away next year. They don't. Third, administration funding is largely *status quo* funding and little remains that is uncommitted.

At the departmental level, the attitude is often one of desperation. In one case, a chairman has seen student enrolment double in five years and has watched his operating budget decline by 20 per cent in the same period. Innovation for him has been

sleepless nights, cutting out essential laboratory sections, and joining the CCUBC/CUDBC.

In a study of British universities (*Statistics of Education 1966*, volume 6, HMSO, 1969), it was found that the average cost per student is higher for biology than for engineering, physical sciences, social studies, arts, and preclinical medicine. The only faculty with a higher cost per student was clinical medicine. It is very likely that the same relation holds in Canada as well. Sadly, there have been increases in students in biology every year, and the funds are budgeted on the basis of the previous year's enrolment. So even with costs per students higher than for most other fields, for a number of years now there has been no opportunity for biology to be properly budgeted for any one year.

The most tragic aspect of accommodating the tremendous increase of students with "too little, too late," is that the students don't even know what they are missing. They are awed by the change in class size from thirty in high school to three hundred or one thousand in college. If a laboratory is cut from a course, they will never know how a field condition might vary from the textbook example, or how to overcome difficulties encountered in manipulating a pipet. This, then, becomes a national tragedy because tens of thousands of students across Canada are learning legends presented by orators rather than learning concepts from direct observation with the guidance of teachers. And the students are under the impression that they are acquiring an education.

The only solutions are for provincial governments to provide enough funding so that university administrations can responsibly increase operating budgets, facilities, and staff positions in departments of biology, and for the federal government to provide enough funding so that biological research can be a professional exercise rather than a hobby. Any other action is futile.

Dr. von Borstel is in the department of genetics at the University of Alberta. He is a member of the executive committee of CCUB/CUBC.

Enrolments of students in Canadian colleges and universities, enrolments of undergraduate and graduate students in biology, and biology staff sizes for the years 1968-1974.

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
University enrolment	194,461	214,486	229,156	240,728 ¹	244,234	255,927
Biology enrolment ²	33,445	42,248	53,318	60,436	70,708	76,560
M.Sc. students	825	870	965	927	991	1,072
Ph.D. students	653	757	807	820	854	831
Full-time biology staff including sessionals	595	703	836 ³	913	960	1,006

¹ The data collected by questionnaires sent to chairmen of biology departments across Canada amount to 88 per cent of university enrolments in biology for 1971-1972 (270,572) as estimated by Statistics Canada.

² These numbers are based on enrolments for one full year of biology. Enrolment for one semester constitutes half a student. Enrolment for two full-year courses by one student constitutes two students.

³ The data collected by questionnaires sent to chairmen of biology departments across Canada amount to 68 per cent of biologists applying for grants awarded in March 1971 (1,236) as estimated by the National Research Council. These included 114 biochemistry, 118 physiology, and 29 soil science applications. As departments these were not included as biologists in our survey, but they may represent individuals in departments of biology who would be included.

LATE ADS

UNIVERSITY OF GUELPH; GHANA-GUELPH PROJECT, Ontario Agricultural College. Applications are invited for the position of Food Scientist, University of Ghana. Under contract with the University of Guelph, the successful candidate will teach and conduct research in food chemistry, food processing and storage and related fields in Ghana for two years commencing September, 1975. Qualifications should include a Ph.D. in Food Science or Food Technology, university teaching experience, and research in industry or university. Salary commensurate with qualifications and experience.

Additional CIDA overseas and travel allowances. Reply, including resume and names of three references to: Dr. J. C. M. Shute, Director, Ghana-Guelph Project, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF GUELPH; GHANA-GUELPH PROJECT, College of Family & Consumer Studies. Applications are invited for the position of Extension Home Economist, Department of Home Science, University of Ghana. Under contract with the University of Guelph, the successful candidates will teach and undertake research, emphasizing home economics extension in Ghana for two years beginning September, 1975. Qualifications

should include a masters or doctorate in Home Economics Extension or in a related field, preferably with university teaching and extension experience. Salary will be commensurate with qualifications and experience. Additional CIDA overseas and travel allowances. Reply, including resume and names of three references to: Dr. J. C. M. Shute, Director, Ghana-Guelph Project, University of Guelph, Guelph, Ontario, N1G 2W1.

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Secretary of the University
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Tenure must be retained

Faculty Tenure: A report and recommendations by the commission on academic tenure in higher education. San Francisco and London, Jossey-Bass Publishers, 1973.

Tenure is one feature of the academic landscape which has been under attack in recent years. The Report of the Commission on Academic Tenure in Higher Education is a well-considered defence of tenure as opposed to contract systems.

Jointly sponsored by the Association of American Colleges and the American Association of University Teachers, the Commission was established in 1971. The membership consisted largely of senior academics, administrators, students and lawyers. The report proper consists of a chapter on tenure today, and a chapter stating 47 recommendations. Three chapters cover special topics. Walter Metzger has contributed a long essay on the history of academic tenure in the U.S. Fascinating and superbly written, it should lead readers to *The Development of Academic Freedom* (1955), which Metzger co-authored with Richard Hofstadter. The legal dimensions of tenure are discussed by Victor Rosenblum. Of more interest to Canadians will be William McHugh's article on "Faculty Unionism and Tenure." Two statistical documents round out the book.

The most important recommendation of the

Commission is its first, that tenure must be retained. Deficiencies that have become evident in recent years must be corrected, however. Many of the recommendations are intended to show how.

Tenure has become too easily attainable, the Commission asserts. In too many institutions a real decision is never made: tenure has become automatic after a certain number of years of presumably satisfactory service. In other institutions departmental decisions, which may reinforce mediocrity or skew the distribution of specialties, have not been adequately monitored. Often long-term considerations were lost sight of in the pursuit of short-term objectives, especially during the flush 1960s.

There are a number of sensible recommendations for the improvement and clarification of procedures surrounding the granting of tenure, and of dismissal for cause and financial exigency, and for the possible applications of tenure to groups like university librarians, part-time faculty, and academic administrators. Perhaps the most controversial recommendation is one which would limit tenured faculty to one half to two thirds of all full-time faculty during the 1970s. As the Commission almost unanimously sees the matter, however, only in this way will younger scholars, women, and members of ethnic minority groups have much of a chance in a period of retrenchment.

One wonders what a similar commission in Canada would find and recommend. Forty years ago H. A. Innis wrote: "There is sufficient truth in the Statement that it is impossible to leave a Canadian university except by death and resignation, to evoke general recognition of its accuracy." The impression persists that a difficult personality or opinions strongly held and at variance with those of colleagues or administrators are more of an obstacle to getting tenure than lack of competence in performing one's duties or insufficient devotion to them. "Hard personnel decisions" of the kind called for by the AAC-AAUP Commission very probably are, and have been, too rare in Canadian universities.

In a tight job market tenure is increasingly seen as seniority. For that reason alone a lack of rigour in granting tenure is objectionable. It severely limits opportunities for good junior members of faculty and virtually eliminates them for newcomers. This is dangerous to an institution. It is doubly dangerous when among the tenured there are not a few whose commitment to scholarship and the scholarly life is minimal. The Commission has recognized the problems and has refused to push the panic button. Their recommendations are worth taking seriously.

Michiel Horn

Education in the Third World : little room for optimism

The Political Dilemma of Popular Education: An African Case, by David B. Abernethy. Stanford University Press, Stanford, Calif., 1969.

Belief systems are a function of interests. They fulfil needs, whether psychological or material. They are demonstrably self-serving for specific elite groups, however widely accepted the system itself.

There is no clearer example of this phenomenon than the mythology which surrounds education. The egalitarian function of schools is an integral part of North America's conventional wisdom. It is also probably false, and has been so proved by a host of creative scholars in both Canada and the United States, from Porter and Katz to Jencks and Greer. All to no avail. Interests overpower facts, and the mythology continues effectively to be perpetuated.

Infinitely more damaging is the virtually universal commitment to conventional schooling in the Third World. At the Addis Ababa conference in 1961, thirty-nine African states formally agreed that "education is Africa's most urgent and vital need at present" and called for universal, compulsory, free primary education throughout the continent by 1980. In 1964, crystallizing the faith of the great majority of Third World elites and western social scientists, Harbison and Myers described education (i.e. schooling) as "the key that unlocks the door to modernization". Since modernization really meant westernization, only one schooling model was ever taken seriously.

In fact there was a massive increase in expenditures on schooling by every newly independent state. In 1969, David Abernethy published the first

major case-study of the relationship between schooling and political development in Southern Nigeria. This very careful and thorough book demonstrated that the schooling strategy verged on the counter-productive. It is true that unlike most other "new nations", Southern Nigeria almost reached the goal of universal primary education — a truly monumental achievement. Only most of the results were disastrous.

Expectations of an absolutely unfulfillable kind were heightened. Tens of thousands of young people were hurled into an economy which could not conceivably absorb them. Precious resources were diverted from more productive projects. The secondary school bottleneck grew even more severe. The inequalities between rural and urban, between slum dweller and the new petite bourgeoisie, between North and South, were dramatically increased.

All of this Abernethy documented five long years ago. Clearly his Nigerian findings are valid for countless other Third World countries. Indeed, we now understand that the mere expansion and Africanization of the existing colonial structure could hardly have produced a different outcome.

But the new elites are uninterested in his lesson. How could it be otherwise? As always, schooling reflects the larger ideological positions of a society's ruling class. They cannot look freshly at education until they examine radically the nature of their underdevelopment. Before schools can be changed, much more dramatic change is necessary. And for that the outlook is far from optimistic.

Gerald L. Caplan

OCUFA EXECUTIVE ASSOCIATE

Applications are now being sought for the position of Executive Associate with the Ontario Confederation of University Faculty Associations.

The successful applicant will work closely with the Executive Vice-Chairman in serving the professional needs of university faculty members in the Province. He or she is probably now an Assistant or Associate Professor at one of Ontario's fifteen provincially assisted universities, and OCUFA will accommodate an applicant who wants to retain a reduced teaching appointment at his or her university. Applications from those with other than specifically academic backgrounds are not precluded.

The appointment will commence 1 July, 1975, with salary and term of appointment to be negotiated. Working conditions, remuneration and fringe benefits are generally comparable to those prevailing in the Ontario University system.

Applications, including a *curriculum vitae* and the names of three referees, should be sent as soon as possible to:

The Chairman,
Selection Committee,
OCUFA,
40 Sussex Avenue,
Toronto, Ontario M5S 1J7.

Quaint notions on universities in the 60's

Adapting universities to a technological society, Eric Ashby. Jossey-Bass Publishers, San Francisco, Washington, London, 1974. xvi pp. 158. bibliography and index.

Although edited in minor ways for recent publication, many of the ten essays in this collection were written in the 1960's. They cover a range of topics of concern to the contemporary university, and show their author to be the type of humane, thoughtful and articulate administrator any university should be grateful to have in its presidential office.

The contents, however, are clearly individual lectures written for different occasions, rather than a comprehensive and systematic effort to deal with a single theme. And as might be expected of a person whose administrative responsibilities afford only limited time for reflection, Ashby's views exhibit common sense rather than profundity (except insofar as common sense is itself a profound quality). The overall tone, then, will disappoint a reader seeking a developed presentation of a serious position, and may even irritate those who expect to find something more than commonplace, though quite acceptable and even important, views expressed in a somewhat arresting way: "(Universities) have their own peculiar and difficult problems of managing their homeostatic response to the environment."

Ashby shows himself to be an advocate of the need for "universities to initiate and control their adaptation to society, not to allow it to be imposed on them from outside;" maintains that while consideration of the university as "a social instrument for investment in man (cannot have its) policies of investment... decided on economic criteria alone, it is important to apply some principles of cost efficiency;" that, regarding the issue of student activism, "it is essential to distinguish the rebel who has integrity from the rebel who is frivolous or only out to make mischief."

In fairness it should be said that these quotations are taken from Ashby's own editorial summaries which appear at the beginning of each chapter. Nonetheless, the summaries themselves capture both the contents and the spirit of the essays, and produce the conviction that the value of this volume relates more to the person and position of the author/advocate than to what is being advocated. Ashby favors such things as: adaptation of the university to its environment; greater involvement of students in university affairs; greater emphasis on public accountability of universities; elimination of excessive emphasis on individual disciplines — the "discipline-oriented" tradition, in favor of an interdisciplinary approach to curriculum change which will provide more "mission-oriented" degree programs; provision of greater access to university education on a lifelong basis. Unaccountably, at one point he even assures his readers that scientists can (*sic*) make good university presidents.

The general reader may be encouraged to discover a prominent academic administrator bespeaking so many sound and "relevant" attitudes. The professional academic, however, if he reacts at all positively to the contents of this modest volume, is likely only to glow slightly in the warmth of nostalgia generated for views championed only a few short years ago in an atmosphere of heavy contention, but which as ideas, now seem old-hat if not downright quaint.

Arthur P. Monahan

The National Library : history and functions

The National Library of Canada : a Historical Analysis of the Forces which Contributed to its Establishment and to the Identification of its Roles and Responsibilities, Donnelly, F. Dolores, 281 p. index. appendixes. Bibliog. Canadian Library Assn. 1973. \$15. Research Collection in Canadian Libraries, National Library of Canada. Ottawa: Information Canada, 1972. Part I, Universities. Volume 6, Canada (1974). 100 p.

This abridgment of Dr. Donnelly's Ph.D. thesis in Library Science is a detailed, analytical history of the forces which have molded the National Library of Canada.

Beginning with the private collections of the French Regime and the Loyalists, she chronicles the growth of government libraries in Upper and Lower Canada through to Confederation and Sir John A. Macdonald. It was Macdonald, who in 1883, said: "the Dominion of Canada ought to have a National Library containing every book worthy of being kept on the shelves of a library".

From less than meager beginnings the idea of a National Library was forcefully promoted by individuals such as Lawrence Burpee, a Canadian bibliographer, whose 1911 article, "A Plea for a National Library", was a continual stimulus to like-minded scholars and librarians for the next thirty years.

The implementation of Macdonald's suggestion was forestalled by a procession of national and international disasters such as the economic slump of the 1880's and 1890's, the First World War, the Depression, and the Second World War.

But Dr. Donnelly's study is more than a chronological recounting of historical facts. Her well organized and authoritative analysis of the role played by the Canadian Library Association in the establishment of the National Library may be common knowledge to some who were there when the Association was formed in 1946; but for many younger librarians it will no doubt be a revelation. Some who are new to the profession have criticised the Association for its emphasis on libraries rather than librarians. Dr. Donnelly's presentation elucidates the historical perspective from which that emphasis developed, and is, perhaps, a vindication of the Association itself.

Canadian scholars will be interested in the last two chapters, the first of which documents the relationship between the National Library, university libraries, and the more prominent federal government libraries in Canada.

The final chapter is an analysis of the responsibilities of the National Librarian and the role the National Library is playing in its effort to respond to the needs of all Canadians as those needs arise.

Dr. Donnelly's study is a nationalistic work in the sense that it relates the growing awareness of librarians, scholars and politicians to the fact that Canadian libraries have problems which are specifically their own; Canada's National Library is attempting to provide the leadership necessary for the solution of these problems.

The success which the National Library is having is, unfortunately, not evident in its survey of *Research Collections in Canadian Libraries*.

Volume 6 of *Research Collections in Canadian Libraries* is a summary of the results of a five year survey conducted by the Resources Survey Division of the National Library. This ongoing survey attempted to produce a quantitative and qualitative analysis of the collections of forty-five institutions which offer graduate programs in the social sciences and humanities. The first five volumes of the survey were published in 1972 and each was devoted to a different region in Canada.

This, the sixth volume, is divided into two parts. Part I includes recommendations for future work, a curiously brief sketch of the history of Canadian universities, two short essays on academic library resources and information networks, and a "self-critique". Part II consists of a fairly detailed questionnaire concerning acquisition policies, the librarian's role in collection development, the adequacy, evaluation, and housing of collections, and a summary of the present state of library resource development in Canada. Volume 6 concludes with ten pages of charts which arbitrarily attempt to evaluate collections according to numerical values assigned to the parts of the questionnaire.

With all due respect for the leadership and significant research which the National Library provides, this survey is totally inadequate. I have seldom read a more apologetic report or one with more reason to apologize. The fact that its authors are aware of its inadequacies does little to justify it.

The problems which arose during this survey were legion. Lack of experience, staff and a clear cut methodology resulted in inconsistency, incompleteness and variations in technique from region to region and library to library.

The length of time it took to complete the survey makes it hopelessly out of date, particularly for libraries in the Atlantic Provinces.

Variations in counting and recording holdings and in classifying collections make meaningful comparisons between libraries almost impossible.

The technique of applying values to keywords in the survey questionnaire is ineffective, if not invalid.

The goal of the survey, as described in the introduction, was "to gather and disseminate current, accurate information about research collections". I do not feel that this survey has succeeded in doing this. However, one should not assume that the whole process was futile. The Resources Survey Division has clearly learned a great deal in carrying out the survey. Future surveys will hopefully be based on what they have learned about methodology rather than on their results; and Canadian scholars and librarians will benefit from the rationalization of collections which will develop.

Kenneth Moore

Faculty unionism : answers, and some questions

Faculty Unions and Collective Bargaining, E. D. Duryea, Robert S. Fisk and Associates. San Francisco: Jossey-Bass, 1973.

The editors of this collection have produced one of the best books on the subject, containing much material of value to Canadians concerned with collective bargaining by university faculty members. Already the literature on collective bargaining by American university and college faculties is large, but dominated by case studies or normative statements of academics unfamiliar with collective bargaining, who rely heavily on single events or speculation to support their positions.

Contributors to this volume have generally avoided earlier flaws, and the net result is a good overview of current knowledge of collective bargaining by American college and university faculty. The accumulation of evidence and experience now permits some tentative conclusions on several issues formerly subject only to speculation, as well as identifying a number of areas still awaiting any analysis.

The book is divided into two parts — one discussing various issues in general terms, e.g. emergence of collective bargaining, grievance

Unionism... cont'd.

procedures, bargaining process; the second containing case studies of bargaining in different types of institutions. Unfortunately, the case studies do not treat institutions clearly analogous to those where most Canadian academics teach. The greatest similarity is with the State University of New York, with 28 units exclusive of community colleges, or Central Michigan University, an institution of 15,000 students offering a limited range of programmes. Nonetheless, all the case studies summarize experiences with wider applications in the U.S. and Canada, including the conduct of organizing campaigns and bargaining sessions, the drafting of contract language and the selection of arbitrators. The book concludes with an epilogue written by the authors and an annotated bibliography. The epilogue adds little to the earlier chapters and contains a number of assertions based on misconceptions about traditional unions, especially their role in grievance handling. The bibliography is a useful guide to further reading.

A careful reading of both parts provides a number of insights about bargaining in American universities and indications of its probable course in Canada, recalling that most institutions had less than five years' experience with this technique when the book was written.

US Experience

The experience of U.S. faculties with collective bargaining will probably disappoint both proponents and opponents in Canadian universities. In most areas of university life the impact of bargaining seems to have been directly proportional to the variance of the institution from normal practice. Thus, collective bargaining has not caused wholesale change in university governance, but it has brought autocratically-run institutions closer to the norms set by bodies such as the American Association of University Professors (AAUP). Furthermore, available evidence indicates that faculty unions can coexist with traditional academic governing bodies such as senates, while joint faculty-administration committees can handle continuing issues such as measurement of teaching loads. Collective bargaining has made governance and administration more formal and added new elements of bureaucracy to universities, but polarization of the educational community has not occurred after collective bargaining. Instead where faculties turned to bargaining after bitter dispute with an administration, relations improved when a formal dispute settlement procedure was introduced. Administrators complain that collective bargaining and faculty relations absorb much more time than formerly was necessary, and faculty bodies have had to bear the expense of paying professional negotiators or their own members on a full-time basis. On the other hand, the experience of many industrial employers, who find that a strong union forces management to improve its performance, seems to hold equally for universities.

Higher salaries

Analysis of the results of bargaining indicates

that unionization can produce substantially higher faculty salaries. A chapter on two-year colleges found that salaries quickly rose from levels slightly above high school teachers to virtual parity with four-year colleges after faculty opted for bargaining. A number of large increases by university faculties are also reported. This experience supports the view that, in the short run at least, administrators and funding agencies will respond positively to vigorous faculty representation. There are no examples of trade-offs of tenure or other academic rights for salary increases, while strengthening of tenure rights has been a frequent bargaining goal. Merit increases are mentioned infrequently in contracts. Although faculty groups have argued for the principle of merit, in the end, this item appears to receive little attention because of difficulties in negotiating mutually acceptable procedures to assess and reward merit.

Faculty support

Once established, collective bargaining commands substantial support from faculty members. Even in universities where the decision to adopt collective bargaining was close, contract ratification votes have attracted large turnouts and strongly favourable votes. Moreover, participation in a faculty association rises when it achieves legally-sanctioned bargaining status.

Offsetting these conclusions are a number of unanswered questions about collective bargaining in U.S. and Canadian higher education. For instance, it is still not clear which specific events cause faculty members to choose unionism. There are a number of explanations for the general shift to collective bargaining, e.g. declining financial support for universities, surpluses of Ph.D.'s in many disciplines, etc., but few indications of why specific institutions abandoned traditional models of governance. A handful of U.S. examples concern arbitrary actions by administrators or legislators of a type that happily seems rare in Canada. Other institutions chose collective bargaining under less extreme circumstances which have not been examined. Virtually all unionized U.S. faculties had substantial help from outside groups, such as the National Education Association, American Federation of Teachers or AAUP. Since there are no Canadian counterparts to the first two bodies, and CAUT presumably could not muster the same level of resources as the AAUP, the feasibility of self-organizing at large Canadian universities is still doubtful. Reactions of university administrators and boards of trustees to the advent of unionism still have not been analyzed. The subject is scarcely mentioned in Duryea and Fisk, though many university administrators in the U.S. and Canada have vigorously opposed union organizing campaigns, while others seem to have accepted unionization without objection.

Collective bargaining and universities

Equally important questions remain concerning the impact of collective bargaining on universities. Evidence is contradictory on the issue of cen-

tralization. In some institutions, collective agreements have strengthened the autonomy of subordinate units; elsewhere the reverse has been true. Perhaps divisions of authority are merely clarified through collective bargaining, not altered substantially. Similarly, the roles in the unionized university of outside agencies are uncertain. The importance of national bodies representing faculty members grows with unionization, but the nature of these organizations could change. Will they continue to attract the support of outstanding academics, for instance? Some universities have asserted greater independence through collective bargaining, while others have lost authority to departments of education. The initial experience in English Canada points to greater autonomy, but the universities involved have been small and hence less important to governments. Finally, the quality of relations between the parties during the life of agreements remains unexplored. In many industrial settings, especially in Canada, the parties deal with each other in a legalistic fashion. Will universities, which traditionally operate quite informally, adopt the same mode? To most Canadian observers, U.S. universities seem considerably more bureaucratic than their own institutions, so American experience may not be relevant here.

Collective bargaining is still too new in either Canadian or U.S. universities for any definitive assessment. Most professors of industrial relations view collective bargaining in rather modest terms — a decision process that guarantees employees a voice in certain managerial functions through a representative organization. The flexibility of this institution has surprised even its ardent supporters. Once confined only to the most skilled craftsmen, it spread to the unskilled industrial worker in the 1930's. In recent years, its most rapid growth has been in nonprofit institutions — schools, hospitals and government agencies. Each group pragmatically adapted the techniques of collective bargaining to its own needs and desires. No one really knows how the academic mores will interact with the dynamics of collective bargaining, but the interaction seems inevitable for many members of the academic profession.

Mark Thompson

About the reviewers....

Professor Michiel Horn teaches Canadian History at Glendon College, York University... Professor Gerald L. Caplan is in the Department of History and Philosophy of Education at the Ontario Institute for Studies in Education... Kenneth Moore is librarian at the University of New Brunswick Professor Arthur P. Monahan teaches Philosophy at St. Mary's University in Halifax... Professor Mark Thompson is in the Faculty of Commerce at the University of British Columbia.

VACANCIES

POSTES VACANTS

ADMINISTRATION

UNIVERSITY OF ALBERTA. Vice-President (Planning & Development). Applications or nominations are invited for the position of Vice-President (Planning & Development) at the University of Alberta. The successful applicant will assume the position January 1, 1976, or as soon as possible thereafter, by arrangement. The Vice-President's major responsibilities include the planning and development of physical aspects of cam-

pus, both annually and in the long term; preparations of programs for renovations and alterations, land purchase and utilities; preparation and administration of the capital budget; and supervision of related projects. He serves as Chairman of the Campus Development Committee and as the University representative to the Board Building Committee. He provides liaison between Planning and Development and other bodies within the University. Applicants should have knowledge of the university environment, ability to negotiate with provincial and municipal

authorities, and suitable experience in administration within a larger organization. The salary is negotiable. Applications or nominations including a resume, or further inquiries, should be sent to Mr. John Nicol, Secretary to the Board of Governors, Room 3-3, University Hall, The University of Alberta, Edmonton, Alberta. The competition will remain open until a selection is made.

COLLEGE OF CAPE BRETON. Dean of Arts and Science. College of Cape Breton invites applications and

nominations for the position of DEAN OF ARTS AND SCIENCE effective 1 July 1975 (or earlier upon discovery of suitable candidate). The Dean exercises academic leadership in the Faculties of Arts and Science which consist of eighteen Departments in the Liberal Arts, including Arts, Science, Humanities, Social Sciences, Business Administration. Candidates should have experience in academic administration and a substantial record of accomplishment in teaching and scholarship. Nominations and applications should be sent to: Dr.

William M. Reid, Academic Vice-President, College of Cape Breton, P.O. Box 760, Sydney, Nova Scotia, B1P 6J1.

DALHOUSIE UNIVERSITY. Faculty of Dentistry. Inquiries, applications and nominations are invited for the position of Dean of the Faculty of Dentistry, the appointment to become effective on or after July 1st, 1975. All communications will be treated as confidential and should be sent to: Dr. R. H. Bingham, Chairman, Advisory Committee for the Appointment of a Dean, Faculty of Dentistry, Dalhousie University, Halifax, N.S., B3H 3J5. The closing date is May 31, 1975.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Music. Applications are invited for the position of Head of a new Department of Music recently approved by the University. The Head of the Department will initially assume responsibility for the planning of appropriate programmes. Qualifications required include an advanced degree, performance ability, and university teaching or administrative experience. Salary commensurate with the academic rank of Professor or Associate Professor. Effective date of appointment September 1, 1975 or the earliest mutually acceptable date thereafter. Applications with curriculum vitae should be sent to the Dean of Arts, Memorial University of Newfoundland, St. John's, Newfoundland.

UNIVERSITY OF WATERLOO. Department of Economics. Applications are invited for the position of Chairman of the Department of Economics. **Qualifications:** Ph.D. Substantial administrative abilities and experience. All areas of specialization considered. **Nature of Duties:** The position requires the co-ordination and administration of a Department of 24 full and part-time members. The Chairman of the Department must co-ordinate its various programmes and offerings and provide an effective link with the other departments and faculties of the University. **Salary and Rank:** Commensurate with qualifications and experience (1974/1975 salary floors: \$17,000 for Associate Professor, \$22,200 for Professor); Chairman receives additional administrative stipend and reduced teaching load. **Date of Appointment:** 1st July 1976. **Apply to:** Professor J. S. Minas, Dean, Faculty of Arts, University of Waterloo, Waterloo, Ontario, N2L 3G1.

UNIVERSITY OF WESTERN ONTARIO. Department of Visual Arts. Title of position: Chairman of the Department of Visual Arts (three-to-five year term, renewable). **Qualifications:** Teaching experience and scholarly publications. **Nature of Duties:** General supervision of and responsibility for the Department. **Salary:** Negotiable, dependent on experience and qualifications. **Effective date of appointment:** July 1, 1976. **Closing date for receipt of applications:** as soon as possible. **Address all replies to:** Professor J. G. Rowe, Dean of Arts, The University of Western Ontario, London, Ontario, Canada, N6A 3K7.

UNIVERSITY OF WINNIPEG. Department of Biology. A chairman with Ph.D. and experience in teaching, research and administration is required. An academic background in quantitative plant ecology is preferred. Duties center on the administration of a department with 8 academic members plus instructional and technical staff. Some teaching required. Salary commensurate with qualifications and experience. Appointment begins 1 July 1975; applications close when position filled. Send vitae and references to Dr. G. E. E. Moodie, Departmental Chairman Selection Committee, Department of Biology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, Canada, R3B 2E9.

ADMINISTRATIVE STUDIES

BROCK UNIVERSITY. Programme in Administrative Studies. Applications are invited for undergraduate teaching positions as follows (a) accounting (b) marketing (c) finance (d) policy. Qualifications required are Ph.D., Ph.D. candidate or equivalent. Rank and salary will be based on the candidate's

qualifications and experience. Appointments effective July 1, 1975. Applications with vitae should be sent as soon as possible to: Dr. W. A. Matheson, Acting Director, Programme in Administrative Studies, Brock University, St. Catharines, Ontario, L2S 3A0.

AGRICULTURAL ENGINEERING

UNIVERSITY OF BRITISH COLUMBIA. Department of Agricultural Engineering. Applications are invited for a faculty position in the Department of Agricultural Engineering at either the Assistant, Associate or full Professor rank. Salary will be negotiable. **APPOINTMENT:** July 1, 1975. Candidates must have a Ph.D. in Agricultural Engineering or a related engineering area. **Duties include:** 1. Teaching undergraduate and graduate courses in irrigation, drainage and mathematical modelling. 2. Research in soil and water engineering such as flow through porous media and soil dynamics. 3. Assisting in continuing education programs. Applications, including curriculum vitae and three references should be sent to: Dr. William D. Powrie, Chairman, Department of Agricultural Engineering, University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C., V6T 1W5.

UNIVERSITY OF BRITISH COLUMBIA. Department of Agricultural Engineering. Applications are invited for a faculty position in the Department of Agricultural Engineering at either the Assistant, Associate or full Professor rank. Salary will be negotiable. **APPOINTMENT:** JULY 1, 1975. Candidates must have a Ph.D. in Agricultural Engineering or a related engineering area. **Duties include:** 1. Teaching undergraduate and graduate courses in Biomachine Systems, Physical Properties of Biological Materials and Heat Transfer. 2. Research and Development of Machine Systems for agricultural production, food manufacturing and reforestation. 3. Assisting in Continuing Education programs. Applications including curriculum vitae and names of three referees should be sent to: Dr. William D. Powrie, Chairman, Department of Agricultural Engineering, University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C., Canada, V6T 1W5.

ANTHROPOLOGY

CONCORDIA UNIVERSITY. Department of Anthropology & Sociology. Applications are invited at the Lecturer/Asst. Professor level. A Ph.D. and previous teaching experience are preferred. Teaching undergraduate courses: Anthropology, the Family, Sex Roles. Bilingualism desired. Salary negotiable. Chairman, Department of Sociology & Anthropology, Sir George Williams Campus, Concordia University, Montreal, Quebec. July 1, 1975. When position is filled.

CONCORDIA UNIVERSITY. Department of Anthropology and Sociology. Applications are invited for Asst. or Assoc. Professor. Ph.D. required plus teaching, research and publications. The candidate desired is an active researcher on saliently urban phenomena capable of teaching at the undergraduate and graduate level. Bilingualism desired. Salary negotiable. Chairman, Dept. of Sociology and Anthropology, Sir George Williams Campus, Concordia University, Montreal, Quebec. July 1, 1975. When position is filled.

UNIVERSITY OF MANITOBA. Department of Anthropology. Applications are invited for a possible one year position at the Assistant Professor rank for the academic year 1975-1976. Ph.D. required. 9-hour teaching load. Area of specialization open. Canadian experience required. Salary negotiable, competitive. Reply: Recruiting Committee, Department of Anthropology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

APPLIED MATHEMATICS

UNIVERSITY OF WESTERN

ONTARIO. Department of Applied Mathematics. Applications are invited for two temporary teaching positions available during the academic year 1975-1976 owing to the absence on sabbatical leave of two faculty members. It is expected that one of the relevant appointments will be in the field of Statistics and the other in a branch of Theoretical Physics. Either appointment may be made at the level of Visiting Assistant Professor or Visiting Lecturer. The salary will be in accordance with the approved scales for these appointments. It is probable that one or both of the appointments may be made for a limited term of either the 8-month period from 15 September 1975 to 15 May 1976 or the 9-month period from 1 September 1975 to 31 May 1976. In such cases it may be possible to extend the appointment to a longer period by supplementing the teaching salary from research funds, provided that the field of research interest of the candidate falls within one of the fields for which support is available. Interested candidates are asked to submit as soon as possible a copy of their curriculum vitae together with the names of two referees to: The Chairman of the Selection Committee, Department of Applied Mathematics, University of Western Ontario, London, Ontario, N6A 5B9, Canada.

ART

UNIVERSITY OF SASKATCHEWAN. Department of Art. Post: Art Historian (Instructor for one year). **Qualifications:** Ph.D. preferred. **Nature of Duties:** Successful applicant will be required to teach courses within the area of the Northern and Italian Renaissance. Position involves undergraduate teaching. **Salary:** \$10,000 or more depending on qualifications plus \$750 moving expenses. Send Curriculum Vitae and transcripts to: Professor D. O. Rogers, Dept. of Art, University of Saskatchewan, Saskatoon, Saskatchewan, Canada. Commencement 1st July 1975 for one year. Closing date for applications 15th May 1975.

BACTERIOLOGY

UNIVERSITY OF WESTERN ONTARIO. Department of Bacteriology and Immunology. ANIMAL CELL GENETICIST. The recently appointed Chairman of this Department wishes to assemble a group interested in Biomembranes, especially as they are involved in cell-virus interactions. One appointment, to commence January 1976 or soon thereafter, will be made at the Assistant Professor level of an individual with expertise in animal cell genetics. Candidates having suitable credentials, preferably with at least two years Post-Doctoral experience in the designated field, should submit a curriculum vitae, pertinent reprints, and three names of individuals who can provide testimonials to: Dr. N. R. St. C. Sinclair, M.D., Ph.D., Acting Chairman, Department of Bacteriology and Immunology, University of Western Ontario, London, Ontario N6A 5C1, Canada.

BIOCHEMISTRY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Biochemistry. Ph.D.'s with postdoctoral experience are invited to apply for a position of Assistant Professor, to begin on July 1, 1975. Please send CV, bibliography, and the names of three referees to: Dr. C. C. Bigelow, Department of Biochemistry, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7, Canada.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Biochemistry. This Department is instituting an Honours program in Nutrition in the fall of 1975. A vacancy exists, at the Assistant Professor level, for a biochemist, nutritionist, food chemist, or a person with other suitable qualifications to teach courses in food sciences and to assist with the development of the program. Applicants should send CV, bibliography and names of three referees to: Dr. C. C. Bigelow, Department of

Biochemistry, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7, Canada.

BIO-PHYSICAL EDUCATION

CONCORDIA UNIVERSITY. Department of Bio-Physical Education. **Qualifications:** Doctorate and a record of teaching excellence. With an interest and expertise in two of the following areas: Kinesiology: theory; applied to sports skills; Secondary school physical education methods and materials; Foundation areas; Health. **Salary and Rank:** Commensurate with qualifications. Interested candidates write: Professorial Staff Search Committee, Dept. of Bio-Physical Education, Loyola Campus, Concordia University, 7141 Sherbrooke St. W., Montreal, Quebec, Canada.

BUSINESS ADMINISTRATION

UNIVERSITY OF CALGARY. Faculty of Business. Applications are invited from candidates for academic positions in Marketing. Preference will be given to candidates with specialization in Sales Management; Retailing; Advertising; and Marketing Models. Salary and rank will be dependent on qualifications and experience. **Salary Scales (1974-1975):** Assistant Professor \$13,200 — 17,250; Associate Professor \$17,300 — 22,900; Full Professor \$22,950 up. Send curriculum vitae to: Dean Stephen G. Peitchinis, Faculty of Business, The University of Calgary, Calgary, Alberta, Canada T2N 1N4.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. School of Business Administration and Commerce. Title of position: 5 positions at any academic rank in the areas of: Accounting/Finance; Quantitative Methods; Organizational Behaviour; and, Personnel/I.R. **Qualifications required:** Ph.D. or an appropriate combination MBA and experience. **Salary offered:** Salary will be competitive at all ranks. Person to whom inquiries should be addressed: G. A. Pynn, Director, School of Business Administration and Commerce. **Effective date of appointment:** September 1, 1975.

UNIVERSITY OF NEW BRUNSWICK. Business Administration. **Title:** Assistant or Associate Professors in Business Administration. **Qualifications Required:** Ph.D. or near completion. For Accounting M.B.A. and a professional accounting degree. **Nature of Duties:** To teach undergraduate courses in Accounting, Business Policy and Marketing. **Salary:** Appropriate to qualifications and experience of appointee. **Person to Whom Inquiries Should be Sent:** Dr. Hem C. Jain, Professor and Chairman, Division of Social Science and Administration, University of New Brunswick, Saint John Campus, Tucker Park, Saint John, New Brunswick, Canada. **Effective Date of Appointment:** July 1, 1975. **Closing Date for Receipt of Applications:** When position filled.

ST. FRANCIS XAVIER UNIVERSITY. Department of Business Administration. Applications are invited for an undergraduate teaching position in Organizational Behavior, effective September 1, 1975. Ph.D. preferred, MBA will be considered. Assistant Professor or Lecturer. Apply to Chairman, Department of Business Administration, St. Francis Xavier University, Antigonish, Nova Scotia, B0H 1C0.

CHEMISTRY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Chemistry. POSTDOCTORAL POSITION. Available in synthetic organic chemistry (cycloadditions, steroid synthesis). Stipend \$9000 including payment for some teaching. Curriculum vitae and names of two referees to: Dr. J. N. Bridson, Chemistry Department, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

SAINT MARY'S UNIVERSITY. Department of Chemistry. Applications are invited for the post of Assistant

Professor of Chemistry. In addition to providing service courses, the Department offers both a major program and an honors program. Preference will be given to candidates with clear ability in teaching and capable of developing at an undergraduate institution active research interests in inorganic biochemistry. The minimum salary this year is \$12,700 and the initial appointment (renewable) will be for a two-year term commencing in the fall of 1975. Applications giving details of qualifications and naming three referees should be sent to Dr. D. H. Davies, Chairman, Department of Chemistry, Saint Mary's University, Halifax, Nova Scotia, Canada B3H 3C3.

UNIVERSITY OF TORONTO. Department of Chemistry. Faculty Positions. Applications are invited for a position as Assistant Professor of Analytical Chemistry commencing July 1, 1975. Research specialty within the area of analytical chemistry is open, but preference will be given to candidates with post-doctoral research experience and with demonstrated teaching ability. Applications giving full details of qualifications and experience and the names of at least three referees, as well as a brief description of proposed research plans, should be sent to: Professor Keith Yates, Chairman, Department of Chemistry, University of Toronto, Toronto, Ontario, M5S 1A1. Applications are also invited for a position as Lecturer in Analytical Chemistry at Erindale College, commencing July 1, 1975. This position will involve both lecturing and laboratory supervision and will provide an opportunity for research in the general area of inorganic/analytical chemistry.

CIVIL ENGINEERING

UNIVERSITY OF SASKATCHEWAN. Department of Civil Engineering. Applications are invited for an Assistant or Associate Professor in the area of geotechnical engineering. Duties will include teaching at the undergraduate and graduate level and participating in research programs. A Ph.D. with industrial, teaching or research experience is desired. Closing date for applications is May 31, 1975, for possible appointment July 1, 1975. Applications, including curriculum vitae, experience and names of three referees should be sent to: Prof. C. D. Smith, Head, Department of Civil Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

CLASSICS

UNIVERSITY OF WATERLOO. Department of Classics and Romance Languages. Position Description: Appointment will be at the Associate Professor rank. Salary will be dependent on qualifications and experience. **Qualifications:** 1) established record of publications in the area of Spanish American literature. 2) extensive University and administrative experience. **Duties:** 1) organize, develop and teach specialist and general-interest courses in South American literature and culture at undergraduate level. 2) develop within the University and in conjunction with neighbouring Ontario Universities interdisciplinary programmes (undergraduate and graduate levels) of Spanish American studies. Inquiries and applications should be sent to: Dr. Robert L. Myers, Chairman, Department of Classics and Romance Languages, University of Waterloo, Waterloo, Ontario, N2L 3G1.

CONTINUING EDUCATION

UNIVERSITY OF SASKATCHEWAN. Extension Division. POSITION IN PROGRAM DEVELOPMENT. Title of Position: Assistant or Associate Professor of Continuing Education. **The Organization:** The Extension Division of the University has responsibility for delivery of both non-degree programs and off-campus degree courses. There is a professional staff of more than twenty people who have specialized in various aspects of the field of university continuing education. The successful candidate will have the opportunity to work

with a team developing programs, educational resource materials and self-instructional learning packages; and will be encouraged to teach and conduct research in continuing education. **Qualifications:** A graduate degree in continuing education or a related field is required; a doctorate is preferred. An applicant whose educational and work experience and interests complement those of other staff members will be given priority consideration. **Salary range:** Commensurate with rank and experience. **Date available:** May 1, 1975 or as soon thereafter as possible. Send inquiries and résumés to: Director, Extension Division, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

COMPUTER SCIENCE

UNIVERSITY OF WINDSOR. School of Computer Science. Applications are invited for a full time faculty appointment. Candidates should have a Ph.D. in Computer Science, or in a closely related field. Previous experience in teaching or in computer centre systems is desirable. Rank will probably be assistant professor, but is negotiable. Salary scales and other benefits are comparable with most universities. The applicant will be expected to teach undergraduate courses in the general area of programming and software. Applicants should send a complete curriculum vitae including names of three referees to: Dr. E. W. Channen, Director, School of Computer Science, University of Windsor, Windsor, Ontario, N9B 3P4.

CURRICULUM

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Curriculum and Instruction. Position: Reading/Language Arts. **Qualifications:** Graduate degree, teaching and clinical experience in the area of reading. **Nature of Duties:** Undergraduate and graduate instruction in reading; clinical work. **Salary and Rank:** Commensurate with qualifications and experience. **Apply to:** Dr. J. W. G. Ivany, Dean, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7. **Effective Date of Appointment:** 1st September 1975. **Deadline for Applications:** When position filled.

DRAMA

UNIVERSITY OF ALBERTA. Department of Drama. Assistant or Associate Professor, working in professional Acting and Directing programs (B.F.A./M.F.A.). M.F.A. or equivalent professional training and/or experience. Salary negotiable on basis of experience and qualifications. Apply, with resume, curriculum vitae, three letters of reference and a brief statement outlining personal approach to teaching Acting and Directing, to Thomas Peacocke, Chairman, Department of Drama, University of Alberta, Edmonton, Alberta. Closing date for receipt of applications when position filled. Appointment to commence July 1, 1975.

UNIVERSITY OF ALBERTA. Department of Drama. Applications are invited for an Assistant Professor, to work in professional Design programs area (B.F.A./M.F.A.). Candidates should possess an M.F.A. or equivalent professional training and/or experience. Salary to be negotiated on basis of experience and qualifications. Application to include resume, curriculum vitae, three letters of reference and a brief statement outlining personal approach to teaching Design, to Thomas Peacocke, Chairman, Department of Drama, University of Alberta, Edmonton, Alberta. Appointment to commence July 1, 1975. Applications will be received until the position is filled.

UNIVERSITY OF ALBERTA. Department of Drama. Applications are invited for sessional appointments covering sabbatical leaves in the following areas: 1. **Design:** Designer/Teacher — Graduate/Undergraduate. 2. **Acting:** Characterization/Period styles. 3. **Directing:** Graduate/Undergraduate.

4. **Creative Drama/Improvisation:** Particular reference to non-B.F.A. Drama Majors (B.A., B.A. Honors, B.Ed.). 5. **Theatre History:** Candidates should possess appropriate professional (B.F.A./M.F.A.) qualifications. Salary is negotiable on the basis of experience and qualifications. Applications, including resume, curriculum vitae, three letters of reference and a brief statement outlining personal approach to teaching subject area, should be mailed to Thomas Peacocke, Chairman, Department of Drama, University of Alberta, Edmonton, Alberta. Appointments will be effective September 1, 1975. Applications accepted until the positions are filled.

ECONOMICS

ALGOMA UNIVERSITY COLLEGE. Department of Economics. Applications are invited for a probationary appointment in Economics. Rank and salary to commensurate with experience but Ph.D. preferred. Undergraduate teaching. Ability in general theory, public finance and international trade theory will be given preference. Familiarity with Economic history and current economic problems of Canada is essential. Effective date of appointment July 1, 1975. Applications will be received until position is filled. Applications, vitae and names of persons to whom reference can be made should be sent to the Principal, Algoma University College, Sault Ste. Marie, Ontario.

UNIVERSITY OF NEW BRUNSWICK. Department of Economics. Title: Assistant or Associate Professor. **Qualifications Required:** Ph.D. in Economics (urban orientation). **Nature of Duties:** An interest in interdisciplinary programme in social sciences — particularly urban studies to teach undergraduate courses. **Salary:** Appropriate to qualifications and experience of appointee. **Person to Whom Inquiries Should be Sent:** Dr. Hem C. Jain, Professor and Chairman, Division of Social Science and Administration, University of New Brunswick, Saint John Campus, Tucker Park, Saint John, New Brunswick, Canada. **Effective Date of Appointment:** July 1, 1975. **Closing Date for Receipt of Applications:** When position filled.

UNIVERSITY OF WINNIPEG. Department of Economics. A sessional appointment at the Lecturer or Assistant Professor level may be made. Ph.D. preferred although an M.A. with teaching experience is acceptable. Duties include teaching Introductory Economics and other undergraduate courses. Appointment begins 1 September 1975. Salary is commensurate with experience and qualifications. Send inquiries, vitae, and references to Dr. Gordon Blake, Chairman, Department of Economics, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9.

EDUCATION

UNIVERSITÉ DE L'ALBERTA. Collège Universitaire St-Jean. Éducation. Nous recherchons un spécialiste dans la formation des futurs maîtres de français, première langue, et un spécialiste des méthodes d'enseigner les Social Studies en français. La nomination se fera à partir du 1^{er} juillet 1975. L'échelle de salaires 1974-1975 est la suivante: Prof. adjoint: \$13,440-\$17,611; Prof. agrégé: \$17,661-\$23,416. Prière de soumettre sa candidature, accompagnée d'un curriculum vitae détaillé et des noms de trois personnes qui peuvent fournir des recommandations, avant le 1^{er} juin 1975, à M. le Doyen, Collège Universitaire St-Jean, Université de l'Alberta, Edmonton, Alberta.

UNIVERSITY OF CALGARY. Faculty of Education. Curriculum and Instruction. Applications are invited for a possible appointment at the Assistant or Associate Professor level in the following area: **Early Childhood Education.** Duties will include graduate and undergraduate instruction, supervision of graduate student programs, and supervision of student teachers. Ph.D. or equivalent and relevant experience preferred. Appointments to be

effective September 1, 1975. Applications with curriculum vitae should be submitted to: Dr. J. O. Fritz, Head, Curriculum and Instruction Department, The University of Calgary, Calgary, Alberta, Canada T2N 1N4.

UNIVERSITY OF CALGARY. Faculty of Education. (New Appointments). Staff required for extended practicum at the University of Calgary. Responsible for Planning, Supervision, Evaluation and Co-ordination duties in the practicum. Possible teaching in elementary or secondary curriculum and instruction. Staff will be seconded from school systems (M.Ed. or higher degree preferred, successful school experience required) and ranked as Assistant Professors: or will receive regular appointments as Assistant, Associate or Full Professors (doctorate and successful school experience essential). Seconded staff will receive the equivalent of salaries paid by school systems while professorial staff salaries will range upward from \$14,840. Applications should be sent to Dr. J. Macdonald, Dean, Faculty of Education, The University of Calgary, not later than July 15, 1975. Employment will begin when filled but not later than September 1, 1975. (All appointments contingent upon availability of funds.)

CONCORDIA UNIVERSITY — Sir George Williams Campus. Department of Education. Applications are invited for several positions. Academic qualifications, preferably at the doctoral level, and experience in one or more of the following fields will be required: Philosophical Aspects of Education, Technology, Sociology of Education, History of Canadian Education, Learning and Instructional Design, Education of the Slow Learners, Education of Minorities, Education of the Culturally Disadvantaged, Early Childhood Education, Social Psychology of Education. Duties involve teaching at the undergraduate and graduate levels and supervision of theses. French/English bilinguality an advantage. Rank and salary negotiable. Apply to Dr. Joti Bhatnagar, Chairman, Department of Education, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada, H3G 1M8.

UNIVERSITY OF REGINA. Faculty of Education. Title of Position: Assistant or Associate Professor of Science Education. **Qualifications required:** At least a Master's degree in Education with a Doctorate preferred and with teaching experience in Science areas at the elementary and secondary levels. **Nature of duties:** Undergraduate teaching in curriculum and instruction classes in Science Education to students majoring in elementary and secondary education. Some teaching at the Master's level and some participation required in the supervision of interns. **Salary offered:** Salary and rank negotiable according to qualifications and experience. **Person to whom inquiries should be addressed:** Dean W. N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. **Effective date of appointment:** July 1, or September 1, 1975. **Closing date for receipt of applications:** May 15, 1975.

UNIVERSITY OF REGINA. Faculty of Education. Title of Position: Assistant or Associate Professor in Library Science. **Qualifications required:** At least a Master's degree in Education with a Doctorate preferred and with substantial background in school Library Science. Teaching and supervisory experience in Library Science at the elementary and secondary levels preferred. **Nature of duties:** Undergraduate teaching in curriculum and instruction classes in Library Science to students in both elementary and secondary education. Some participation is required in the supervision of interns. **Salary offered:** Salary negotiable according to qualifications and experience. **Person to whom inquiries should be addressed:** Dean W. N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. **Effective date of appointment:** September 1, 1975. **Closing date for receipt of applications:** May 15, 1975.

UNIVERSITY OF REGINA. Faculty of Education. Title of Position: Assistant or Associate Professor in Language Arts/Reading Education. **Qualifications:** At least a Master's degree in Education with a Doctorate preferred and with a substantial Literature background and with teaching experience in the Language Arts/Reading Education areas at the elementary and secondary levels. **Nature of duties:** Undergraduate teaching in Curriculum and Instruction classes in Language Arts/Reading Education to students majoring in elementary and secondary education. Some participation is required in the supervision of interns. **Salary offered:** Salary negotiable according to qualifications and experience. **Person to whom inquiries should be addressed:** Dean W. N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. **Effective date of appointment:** July 1 or September 1, 1975. **Closing date for receipt of applications:** May 15, 1975.

YORK UNIVERSITY. Faculty of Education. Requires a Coordinator of a new Reading-Literacy Education Program. Rank open. Applicant should have a Ph.D. with University and field experience; proven record of accomplishment and ability to work cooperatively with both field and university personnel, in course planning and implementation. The position will include both teaching and administration in Pre-service and In-service situations. Applications, including vitae and three references should be sent to Dean R. L. R. Overing, Faculty of Education, York University, Downsview, M3J 1P3. The appointment will be effective from July 1, 1975.

ELEMENTARY EDUCATION

UNIVERSITY OF ALBERTA. Department of Elementary Education. Assistant or Associate professors of Elementary Education (This is a possible position depending on University budgetary decisions). M.Ed. or Ph.D. required. Successful experience in schools required. Supervision duties in new extended practicum program for students on B.Ed. (Elementary) program. Probable teaching duties in Curriculum and Instruction courses. (For this purpose, a teaching specialization background in one of the elementary school subject areas or in early childhood education would be expected). The salary range in 1974-1975 is: Assistant Professor (\$13,440-\$17,611); Associate Professor (\$17,661-\$23,416). For 1975-1976, the salary scale is under negotiation. Applications, curriculum vitae and the names of at least three references should be sent to Dr. A. MacKay, Chairman, Department of Elementary Education, Faculty of Education, University of Alberta, Edmonton. July 1, 1975. When filled.

ENGINEERING

UNIVERSITY OF WESTERN ONTARIO. Faculty of Engineering Science. Applications are invited for the position of Assistant Professor. Candidates should have a Ph.D. or equivalent with experience in environmental engineering in the areas of water quality and/or solid wastes. Appointment will initially be contractually-limited to the 1975-1976 academic year beginning September 1, 1975. Duties will involve undergraduate and graduate teaching in the Faculty of Engineering Science with emphasis in environmental engineering and appropriate research activities. Experience in mathematical modelling of environmental systems is desirable. The salary level will be in the range of \$12,000 to \$18,000 per calendar year depending upon qualifications and experience. Applications should be accompanied by a curriculum vitae and the names of three references, and should be sent to: Dean A. K. Johnson, P. Eng., Faculty of Engineering Science, The University of Western Ontario, London, Ontario, N6A 3K7.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Engineering and Applied Science. Rank open. Ph.D. or substantial industrial experience. Undergraduate and graduate teaching and research in field of digital

electronics (circuit design, instrumentation, computer hardware). Recent industrial experience desirable. Negotiable and competitive. Curriculum vitae with names of three referees to: Dr. R. T. Dempster, Dean, Faculty of Engineering and Applied Science, Memorial University of Newfoundland, St. John's, Nfld. A1C 5S7. Immediately. July 1st, 1975.

ENGLISH

ALGOMA UNIVERSITY COLLEGE. Department of English. Applications are invited for a one year terminal appointment in English for the 1975-1976 academic year. Salary — base of Lecturer rank. Ph.D. or Ph.D. in process preferred. **Teaching areas:** Introductory english and 20th century literature. Appointment to be made by July 1, 1975. Please send letter of applications, curriculum vitae, transcripts and three letters of reference (one referee should be thesis advisor if Ph.D. is in process, also statement showing progress of thesis) to Professor Francis R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

ENVIRONMENTAL DESIGN

UNIVERSITY OF CALGARY. Faculty of Environmental Design. Applications are invited for the academic position of Urbanist in the Faculty of Environmental Design. Candidates must have a Ph.D. in Urban or Regional Planning, or in Urban Studies and a strong background in urban sociology or urban politics. Experience in teaching and/or professional practice is desirable. Research capabilities are essential. Duties or the position include: teaching courses in Urban/Regional Planning and Urbanization; managing workshops in Planning and/or Urbanism; team-teaching in other studios and field work for students of Architecture and Environmental Science; supervising graduate students; initiating applied research related to the candidate's specialty and various interdisciplinary research activities of the Faculty; and participating in development of curriculum related to the Urbanism option. Candidates with appropriate research experience in Canadian topics or issues are preferred. The appointment will be made at the Assistant Professor rank, effective September 1, 1975. Candidates available only in 1976 may also apply. Apply in writing, including a curriculum vitae, other supporting documents, and an expression of interests to: Dean W. T. Perks, Faculty of Environmental Design, The University of Calgary, Calgary, Alberta, T2N 1N4.

ENVIRONMENTAL STUDIES

ALGOMA UNIVERSITY COLLEGE. Environmental Studies. Algoma University College invites applications for an appointment in a new undergraduate science programme. Ph.D. preferred with background in biology/ecology — mathematics systems analysis; interest in interdisciplinary studies. Teaching and research in systems analysis and otherwise contributing to environmental studies in new undergraduate humanistic science programme. Salary to commensurate with qualifications. Please send curriculum vitae, transcripts of record and arrange to have three letters of reference forwarded to Professor Francis R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

FAMILY PRACTICE

UNIVERSITY OF CALGARY. Division of Family Practice. A Family Physician who is interested in a challenging opportunity within a university setting is required by the Division of Family Practice. Responsibilities for service, teaching, and research in both graduate and undergraduate levels. Salary based on experience and qualifications. Replies and curriculum vitae to be sent to: Dr. M. Gibson, Professor and Head, Division of Family Practice, Faculty of Medicine, The University of Calgary, Calgary, Alberta, T2N 1N4.

FINE ART

UNIVERSITY OF GUELPH. Department of Fine Art. One year appointment beginning September 1975. 3 courses per semester in any media of the fine arts, teaching a combination of basic and advanced courses. Salary negotiable. Send resume to the Chairman, Fine Arts Dept.

GEOGRAPHY

BRANDON UNIVERSITY. Department of Geography. Applications are invited for a one or two-year, full-time appointment at the Lecturer or Assistant Professor level, commencing September 1, 1975. Assistant Professors must have a Ph.D. Lecturers must be ABD. Undergraduate teaching duties must cover any five (5) of the following areas: World Regional, Agricultural Planning, Canada Regional, Introductory Physical, Water Resources, Resource Conservation, Biogeography. A letter of application, vitae, and the names of three (3) referees should be sent to: Dr. R. C. Rounds, Chairman, Department of Geography, Brandon University, Brandon, Manitoba, Canada, R7A 6A9.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Geography. Applications are invited for the position of BIOGEOGRAPHER, preferably with strong quantitative experience, Ph.D. by or near date of appointment. Lecturer or Assistant Professor, depending upon experience and qualifications. **Salary:** Commensurate with qualifications and experience. **Applications to:** Chairman, Appointments Committee, Department of Geography, Memorial University of Newfoundland, St. John's, Newfoundland. Competition closes when position filled.

WILFRID LAURIER UNIVERSITY. Department of Geography. Expanding department anticipates one or more positions available September 1, 1975. To teach graduate and undergraduate courses in one or more of the following fields: Historical-Cultural, Resources Management, Physical, others will be considered in combination with one of the above. Rank and salary according to qualifications and experience. Ph.D. and demonstrated research abilities required. Address applications with curriculum vitae and names of three references to Dr. R. W. Muncaster, Chairman, Department of Geography, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5.

HIGHER EDUCATION

UNIVERSITY OF BRITISH COLUMBIA. Department of Higher Education. Position anticipated at Assistant or Associate Professor level (subject to budgetary arrangements) in Higher Education. Ph.D. in Higher Education (or equivalent) and teaching experience in post secondary educational institutions required. Duties include research and teaching at graduate and undergraduate levels. A particular interest in problems dealing with colleges and technical institutes is preferred. Salary is open. Apply to: Dr. John Dennison, Chairman, Department of Higher Education, Faculty of Education, University of British Columbia, Vancouver, B.C. Deadline is 1 July 1975.

HISTORY

CONCORDIA UNIVERSITY. Department of History. Senior Appointment in Canadian History. Ph.D. with teaching experience and publications. Modern Canada. Salary dependent on rank and qualifications. R. E. Wall, Chairman, Department of History, Sir George Williams Faculty of Arts, Concordia University, Montreal.

YORK UNIVERSITY — Glendon College. Department of History. Applications are invited for a visiting appointment. The appointment is at the rank of lecturer or assistant professor and is for the academic term (September to July) with possibility of renewal. Duties will include teaching one or more courses in Canadian history entirely in French. Capability of teaching American history is

also desirable. Salary to be negotiated. Write: Professor W. E. Echard, Acting Chairman, Dept. of History, Glendon College, York University, 2275 Bayview Avenue, Toronto, Ontario, M4N 3M6. Duties begin 1 September 1975. Applications will be received until the position is filled.

HUMAN KINETICS

UNIVERSITY OF GUELPH. Department of Human Kinetics. Application is invited for a faculty position, for the 1975-1976 academic year, requiring a background in one of, or a combination of, the following disciplines: human biology, physical anthropology, ergonomics. Rank and salary negotiable. Applicants must have research experience and be prepared to team-teach in a multidisciplinary program at the graduate and undergraduate levels. Curriculum vitae should be submitted to: Dr. John T. Powell, Chairman, Department of Human Kinetics, College of Biological Science, University of Guelph, Guelph, Ontario, N1G 2W1.

HOME ECONOMICS

UNIVERSITY OF NEW BRUNSWICK. Home Economics. 1. Assistant or Associate Professor. 2. Ph.D. preferred. 3. Teaching in the areas of Foods and Nutrition and assisting in development of test lab facilities. 4. Negotiable. Competitive. 5. Dr. D. R. LeBlanc, Room 117 Marshal d'Aray Hall, Faculty of Education, University of New Brunswick, Fredericton, N.B., E3B 5C2, July 1, 1975. 7. Until Position Filled.

INDUSTRIAL ARTS

UNIVERSITY OF NEW BRUNSWICK. Industrial Arts. 1. Assistant or Associate Professor. 2. Ph.D. preferred — Masters degree minimum requirement. 3. Teaching responsibilities include — Energy Course and Industrial Education methodology — Background in electricity/electronics, power mechanics and hydraulics essential. 4. Negotiable. Competitive. Dr. Darrell R. LeBlanc, Division of Vocational Education, Faculty of Education, University of New Brunswick, Fredericton, N.B., E3B 5C2. 5. July 1, 1975. 6. Until Position Filled.

INSTITUTIONAL RESEARCH

UNIVERSITY OF CALGARY. Office of Institutional Research. Applications are invited for Senior Staff Associate. Typical requirements include: Ph.D. and Canadian postsecondary experience. The challenge, in part, is to provide institutional research support for evaluation; planning and policy; institutional information. Salary will be commensurate with qualifications and experience. Please reply to Dr. Bernard S. Sheehan, Director, Office of Institutional Research, University of Calgary, Calgary, Alberta, T2N 1N4.

LIBRARIAN

MCGILL UNIVERSITY. Library. Title of position: Librarian, Law Area Library. **Qualifications required:** Professional librarian credential (BLS or MLS). Five to seven years experience in a law library, with a minimum of three years as a senior officer, which would have included personnel, budgeting and planning. Law degree or corresponding experience in a law library required. Knowledge of French is highly desirable. **Nature of duties:** Responsible to the Director of Libraries for the Law Area Library, with a collection of 90,000 volumes and a staff of seventeen. Assists the Director in the administration of the Library System, as one of five Area Librarians. **Salary range:** \$17,490 — \$24,486 plus 10.5% cost of living adjustment. Starting salary according to qualifications. **Person to whom inquiries should be sent:** Miss Marianne Scott, Director of Libraries, McGill University, 3459 McTavish Street, Montreal, P.Q. H3A 1Y1. **Closing date:** Position will be filled before 31st May.

LIBRARY SCIENCE

MCGILL UNIVERSITY. Graduate School of Library Science. Invites applications for the position of Assistant Professor, effective September 1, 1975. Teaching competency required in the area of information science and related subjects such as systems analysis. Sixth-year Master's degree from an accredited library school or equivalent, with successful work experience at the professional level. Minimum salary \$13,750. Send letter of application, curriculum vitae and names of 3 referees to Director, Graduate School of Library Science, McGill University, P.O. Box 6070, Station "A", Montreal, Que., H3C 3G1.

MATHEMATICS

ALGOMA UNIVERSITY COLLEGE. Department of Mathematics. Applications are invited for a one year terminal appointment in Mathematics for the 1975-1976 academic year. Salary — base of Lecturer rank. Ph.D. or Ph.D. in process preferred. Teaching areas: Introductory calculus and algebra and advanced calculus. Appointment to be made by July 1, 1975. Please send letter of application, curriculum vitae, transcripts and three letters of reference (one referee should be thesis advisor if Ph.D. is in process, also statement showing progress of thesis) to Professor Francis R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

CARLETON UNIVERSITY. Department of Mathematics. Applications are invited for one year post-doctoral fellowships in the field of pure and applied mathematics, computer science and operations research, probability and statistics. **Inquiries:** D. Dawson, Chairman, Department of Mathematics, Carleton University, Ottawa, Canada, K1S 5B6.

MECHANICAL ENGINEERING

UNIVERSITY OF CALGARY. Department of Mechanical Engineering. The Department of Mechanical Engineering invites applications for an academic position for September, 1975 within the rank of Assistant or Associate Professor. Of particular interest are persons whose teaching and research interests relate to either the utilization of energy resources or the application of materials to industrial design. The person will be expected to undertake both undergraduate and graduate teaching, as well as research. Preference will be given to candidates with an advanced degree as well as some industrial experience. Interested persons should send a detailed resume and the names of three referees to: Dr. A. G. Doige, Head, Department of Mechanical Engineering, The University of Calgary, Calgary, Alberta, Canada T2N 1N4.

CARLETON UNIVERSITY. Department of Mechanical and Aeronautical Engineering. The Department of Mechanical and Aeronautical Engineering of Carleton University has openings for Faculty Members at the Assistant Professor level in the area of Mechanics, Stress Analysis and System Design. Applicants should submit resumes to: Chairman, Department of Mechanical and Aeronautical Engineering, Carleton University, Ottawa, Ontario, K1S 5B6.

QUEEN'S UNIVERSITY. Department of Mechanical Engineering. A vacancy exists in the academic staff for a mechanical engineer to teach undergraduate and post-graduate courses in thermal and nuclear power generation and associated disciplines such as thermo dynamics, heat transfer, fluid mechanics, and simulation; and to contribute to research activities in the field of power generation. The successful candidate must have a first degree in mechanical engineering and must be eligible for registration, (ATEO). Formal post-graduate training and teaching, research and industrial experience are desirable qualifications. Appointment will be made at a rank appropriate to the age, qualifications and experience of the successful candidate. Applications containing names of three

referees should be sent to W. B. Rice, Head, Department of Mechanical Engineering, Queen's University, Kingston, Ontario, K7L 3N6. Applications should be received before July 1, 1975.

MEDICINE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. A vacancy exists at the Faculty of Medicine, Memorial University of Newfoundland for an HISTOLOGIST in this non-departmental Medical School. The successful candidate will be responsible for establishing a course of study in histology for first year medical students and will also be expected to teach in other parts of the curriculum. Applicants should have an active research interest and should preferably be able to interact with others in one of the following research areas: 1) Membrane studies, 2) Microbial, Molecular or Cyto-Genetics, 3) Immunology, 4) Growth, development and their regulation, 5) Neuro-sciences, 6) Cardiovascular studies. Rank and salary commensurate with experience. Applications will be received together with a curriculum vitae and names of three referees by Dr. J. S. Campbell, Chairman, Histology Search Committee, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7, Canada.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. Applications are invited for an appointment in ANATOMY at the Assistant or Associate Professor level. Candidates should possess either an M.D. or Ph.D. degree in Anatomy. The salary will be commensurate with qualifications and experience. The successful candidate will be required to take a major part in the teaching of human gross anatomy to medical students, nurses and residents; additionally, experience in teaching neuroanatomy to medical students will be an advantage. Applicants should submit a curriculum vitae together with a résumé of their research interests and the names of at least two referees to Dr. J. D. W. Tomlinson, Chairman Anatomy Search Committee, Faculty of Medicine, Memorial University of Newfoundland, St. John's, Newfoundland, Canada. The successful candidate will be expected to take up the position by August 1, 1975.

MUSIC

UNIVERSITY OF CALGARY. Department of Music. Applications are invited for a position commencing September 1975. Duties will include teaching undergraduate theory. Qualifications should include completed (or nearly completed) Doctorate with teaching experience. Ability to perform and teach in an applied area (preferably lower brass) will be valuable. Rank will be at the Instructor (1975-1976 salary scale \$11,490-\$14,790) or Assistant Professor (1975-1976 salary scale \$14,840-\$19,390) level. Address inquiries to Dr. S. G. Finn, Head, Department of Music, University of Calgary, Calgary, Alberta, T2N 1N4.

UNIVERSITY OF CALGARY. Department of Music. Applications are invited for a position commencing September 1975. Duties will include teaching applied piano and keyboard related courses. Qualifications should include evidence of successful and substantial experience in both teaching and performing. Masters degree required. Preference will be given to candidates with completed or nearly completed doctoral work. Rank and salary dependent upon experience and background. Address inquiries to Dr. S. G. Finn, Head, Department of Music, University of Calgary, Calgary, Alberta, T2N 1N4.

PHILOSOPHY

UNIVERSITY OF CALGARY. Department of Philosophy. Applications are invited for two positions: Assistant Professor, 2 or 3 year term (renewable), salary range \$14,840 to \$19,390. Sessional Lecturer, fall and winter sessions 1975-1976, salary range from \$10,000 to \$12,000. Duties include varied undergraduate and possible graduate teaching. Travel expenses provided.

Direct replies to: Professor J. Heintz, Head, Department of Philosophy, The University of Calgary, 2920 — 24 Avenue N.W., Calgary, Alberta, T2N 1N4, Canada, with curriculum vitae and names of three references.

ST. THOMAS MORE COLLEGE. Department of Philosophy. Applications are invited for position of visiting Associate or Assistant Professor of philosophy. **Qualifications:** Ph.D. or equivalent or near to completion. Teaching experience and publications desired but not required. A background in Greek Philosophy (including ability to handle original Greek texts and interests in Greek literature and history). Interest in Greek philosophy, history of logic and logical theory, theories of man. **Salary:** Associate Professor — \$16,963 — \$21,863, Assistant Professor — \$12,924 — \$16,801 with increases under negotiations. Inquiries to E. J. McCullough, Head of Philosophy Department, St. Thomas More College. (A Federated College in the University of Saskatchewan), 1437 College Drive, Saskatoon, Saskatchewan, S7N 0W6. Closing date when post filled.

TRENT UNIVERSITY. Department of Philosophy. Possible vacancy at Assistant Professor level for 1975-1976. Undergraduate teaching at introductory level and in standard areas. Salary (current) — \$13,170. Ph.D. or equivalent — near completion. Apply to Professor D. Gallop, Department of Philosophy, Trent University, Peterborough, Ontario, K9J 7B8, by May 15 or until position filled enclosing curriculum vitae with names of referees.

PHYSICAL EDUCATION

LAURENTIAN UNIVERSITY. Division of Physical Education. The Division of Physical Education requires one faculty member in the Psycho-Social area. The appointment will be for one year beginning July 1, 1975. It is preferred that candidates possess a Ph.D. and have had successful teaching, coaching and research experience. Duties include teaching undergraduate motor learning and, possibly, sport in society. Possible activity needs include men's gymnastics, ice hockey or wrestling. Salary and rank will be commensurate with education and experience. Bilingualism (French-English) is preferred. Applications and curriculum vitae should be forwarded to: Chairman, Appointments and Promotions Committee, Division of Physical Education, Laurentian University, Sudbury, Ontario, P3E 2C6.

PHYSICS

YORK UNIVERSITY. Department of Physics. EARTH SCIENTIST. Candidates should have a research and teaching background in remote sensing, geophysical theory and/or computing and should be capable of giving courses in physics and earth science at elementary and advanced levels. As an immediate task the successful applicant will be required to plan and set up a senior undergraduate laboratory in applied earth science. This laboratory will include modern applications of remote sensing and other techniques to the measurement of environmental conditions as well as the development of experiments in traditional methods of mineral exploration. The appointment will be at the Assistant or Associate Professor level. Please send vitae, a list of publications and the names of three referees to: Dr. W. W. Duley, Acting Chairman, Department of Physics, York University, Toronto, Ontario, Canada, M3J 1P3.

UNIVERSITY OF ZAMBIA. Department of Physics. Applications are invited for a Lecturer in Physics with research interests in ceramics/refractories. **Qualifications and experience:** Ph.D. in Physics, some experience of teaching. **Duration:** 2-5 years. **Levels:** Probably Lecturer. **Salary:** no information, but fringe benefits such as paid passage, including family and vacations (also housing) are very attractive. **Duties:** Teaching undergraduate courses; research in ceramics/refractories supported by government agencies connected with development and the copper mines. Further particulars from Alan H. Ward, Professor and Head of Physics, University

of Zambia, Box 2379, Lusaka, Zambia or Dr. D. G. M. Diaper, Royal Military College, Kingston, Ontario. (613)-545-7238.

POLITICAL SCIENCE

ALGOMA UNIVERSITY COLLEGE. Department of Political Science. Algoma University College invites applications for a one year terminal appointment in Political Science for the 1975-1976 academic year. Salary base of lecturer rank. Ph.D. or Ph.D. in process preferred. **Teaching areas:** Introductory Canadian Politics and Comparative Politics (Western Europe and Japan). Duties will also involve participation in a first year multidisciplinary Canadian Studies Course. Appointment to be made by July 1, 1975. Please send letter of application, curriculum vitae transcripts and three letters of reference (one referee should be thesis advisor if Ph.D. is in process, also statement showing progress of thesis) to Professor Francis R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

UNIVERSITY OF WINNIPEG. Department of Political Science. An appointment may be made at the Lecturer, Assistant Professor or Associate Professor level in the Department of Political Science. Specialization in Public Policy and Comparative Government is required. Ph.D. is preferred. Salary is commensurate with qualifications and experience. Appointment begins 1 September 1975; applications close when position is filled. Send curriculum vitae and references to Dr. Claudia Wright, Department of Political Science, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9.

PSYCHOLOGY

ALGOMA UNIVERSITY COLLEGE. Summer School — Psychology and Political Science. (1) Required for Summer School session (July 2, 1975 to August 15, 1975) Instructor to teach course in Psychology — Motivation and Emotion. Ph.D. or Ph.D. in process plus experience preferred. Please send letter of application, curriculum vitae and three letters of reference to Professor F. R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4. (2) Required for Summer School session (July 2, 1975 to August 15, 1975) Instructor to teach senior course at the undergraduate level in Political Science — Chinese Government and Politics. Ph.D. or Ph.D. in process plus undergraduate teaching experience preferred. Please send letter of application, curriculum vitae and three letters of reference to Professor F. R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

UNIVERSITY OF ALBERTA. Department of Psychology. Applications are invited for assistant professor positions expected in some of the following areas: animal learning, behavior genetics, comparative, community, developmental, motivation, personality, and psychopharmacology. First class laboratory and teaching facilities. Selection criteria are stringent. **Salary range:** \$15,184-\$19,719. **Applications and curriculum vitae should be sent to:** Department of Psychology, University of Alberta, Edmonton, Alberta, Canada, T6G 2E9.

BRANDON UNIVERSITY. Department of Psychology. Applications are invited for one two-year term appointment and one one-year term appointment to be made at the Assistant Professor or Lecturer level (salary range \$11,500-\$14,500). Ph.D. plus teaching experience required for appointment at the Assistant Professor level. Preference will be given to applicants with major interests and preparation in general, Developmental, Personality and Social Psychology. Appointments will be for September 1, 1975. Applications will be accepted to July 1, 1975 and should be sent with vitae and the names of three references to: Dr. E. J. Tyler, Head, Psychology Department, Brandon University, Brandon, Manitoba, R7A 6A9.

BROCK UNIVERSITY. Department of Psychology. Applications are invited for one and possibly two positions, with one

of these positions in quantitative methods and research design. Candidates with active research programmes are encouraged to apply. Rank is open. The department currently has 14 people on staff and occupies a new building with excellent research facilities. Write to: Dr. John Lavery, Department of Psychology, Brock University, St. Catharines, Ontario, L2S 3A1.

UNIVERSITY OF GUELPH. Department of Psychology. Applications are requested for a position as assistant professor, available from September, 1975 (1974-1975 salary floor \$13,500). Responsibilities include the teaching of courses in personality and in one or more related fields (e.g., abnormal, measurement, psychophysiology, experimental-social) plus the supervision of honours and graduate students. The Psychology Department has 35 full-time faculty and offers both undergraduate and graduate (M.A.) programs. The University of Guelph operates on a trimester system. Applicants should send vitæ, the names of three references and copies of recent publications to: Dr. Peter D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Psychology. Positions at the Lecturer and Assistant Professor level. To teach undergraduate psychology courses (primary introductory). Preference will be given to candidates with a Ph.D. Teaching experience at the junior undergraduate level is essential. Salary in accordance with rank. Duties to commence 1 September, 1975. Apply to Dr. G. R. Skanes, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

ST. THOMAS MORE COLLEGE — University of Saskatchewan. Department of Psychology. Applications are invited for one vacancy at the Assistant Professor level for September 1975. Preference will be given to candidates with Ph.D., some teaching experience, and credentials in the area of developmental psychology. Duties primarily involve undergraduate teaching, with opportunity for research, graduate teaching and supervision of graduate students. Average teaching load is 7½ hours per week for 7 months. The salary range is currently \$12,900 to \$16,800 with substantial increases expected for 1975-1976. There are annual increments, a full range of fringe benefits, and a moving allowance. St. Thomas More is a Catholic College of Arts and Science federated with the University of Saskatchewan. Interested persons should arrange to have a curriculum vitæ, three letters of recommendation, and transcripts sent as soon as possible to: Michael G. Keenan, Ph.D., Head, Department of Psychology, St. Thomas More College, 1437 College Drive, Saskatoon, Saskatchewan, S7N 0W6, Canada.

ROMANCE STUDIES

UNIVERSITY OF CALGARY. Department of Romance Studies. Applications are invited for the position of Sessional Instructor of French, preferably in Applied Linguistics. Applicants should be in possession of an M.A. Degree in French, and will be required to teach French courses using the audio-visual method. Salary: \$9,000. This appointment is for 8 months, i.e. September 1, 1975, to April 30, 1976. Applications enclosing curriculum vitæ, and list of referees should be sent to: Dr. R. M. Chadbourne, Head, Department of Romance Studies, The University of Calgary, Calgary, Alberta, T2N 1N4.

UNIVERSITY OF CALGARY. Department of Romance Studies. Applications are invited for a vacancy calling for a specialist in Applied Linguistics (French), in possession of a Ph.D. in that field or close to completing the Degree, with experience teaching some form (RMC) of audio-visual method. Rank: Assistant Professor. Salary: \$14,000. This appointment is for one year only i.e. July 1, 1975, to June 30, 1976. Applications enclosing curriculum vitæ and list of referees should be sent to: Dr. R. M. Chadbourne, Head,

Department of Romance Studies, The University of Calgary, Calgary, Alberta, T2N 1N4.

RUSSIAN

UNIVERSITY OF WATERLOO. Department of Russian. Title of Position: Visiting professor or associate professor. **Qualifications Required:** Ph.D. and teaching experience. **Nature of Duties:** Teaching graduate and undergraduate courses in Russian literature, especially contemporary literature. **Salary Offered:** Dependent on qualifications and experience. **Inquiries should be sent to:** Dr. M. Richter, Chairman, Department of Germanic and Slavic Languages and Literatures, University of Waterloo, Waterloo, Ontario. **Effective Date of Appointment:** September 1, 1975 to August 31, 1976. **Closing Date for Receipt of Application:** When Filled.

UNIVERSITY OF WATERLOO. Department of Russian. Title of Position: Assistant professor. **Qualifications Required:** Preference to applicants with Ph.D. and strong interest in foreign language teaching methodology. **Nature of Duties:** Teaching Russian language courses and Russian culture course. **Salary Offered:** Dependent on qualifications and experience. **Inquiries should be sent to:** Dr. M. Richter, Chairman, Department of Germanic and Slavic Languages and Literatures, University of Waterloo, Waterloo, Ontario. **Effective Date of Appointment:** September 1, 1975 to August 31, 1976. **Closing Date for Receipt of Application:** When filled.

SOCIAL SCIENCE

YORK UNIVERSITY. Division of Social Science. Appointment in the Division of Social Science, Faculty of Arts at the level of Lecturer or Assistant Professor. Ph.D. or near completion. The position requires a sociologist specializing in one or more of the following fields: Canadian Education, Labour, Urban Problems, Canadian Social Class, Canadian Social Theory. Submit curriculum vitæ and names of three referees to Lillian Lerman, S754, Ross Building, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Applications will be accepted until position is filled.

SOCIAL WORK

UNIVERSITY OF BRITISH COLUMBIA. Social Work. Applications are invited for several Assistant Professor positions, depending on budget. The School offers equal opportunity for employment to qualified male and female candidates. Minimum qualifications include M.S.W. or equivalent degree; significant academic and professional experience; clear scholarly and/or professional interests. The School offers B.S.W., M.S.W. and Continuing Education programs; hopes to start a B.S.W. program for persons with an undergraduate degree in September, 1975; and will begin an innovative M.S.W. program for persons with a B.S.W. degree in 1976. Apply to: Dr. George M. Hougham, Director, School of Social Work, The University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C. V6T 1W5. Include curriculum vitæ, names and addresses of at least three references, and a clear statement of your teaching, professional and scholarly interests.

SOCIOLOGY

UNIVERSITY OF MANITOBA. Department of Sociology. 1. Assistant professors. 2. Ph.D. A.B.D.'s considered. 3. All areas of specialization considered with preference to those with specialties in Social Psychology, Family and Criminology. 4. Salaries competitive. 5. Dr. B. J. Hodgkins, Chairman, Recruitment Committee, Department of Sociology, University of Manitoba, Winnipeg, R3T 2N2. 6. July 1, 1975. 7. When positions filled.

UNIVERSITY OF MANITOBA. Department of Sociology. 1. Associate Professor or Professors. 2. Ph.D. with substantial research and teaching experience. 3. All areas of specialization considered. 4. Salaries competitive. 5. Dr. B. J. Hodgkins, Chairman,

Recruitment Committee, Department of Sociology, University of Manitoba, Winnipeg, R3T 2N2. 6. July 1, 1975. 7. When positions filled.

UNIVERSITY OF NEW BRUNSWICK. Department of Sociology. Title: One year visiting appointment. **Qualifications Required:** M.A. or Ph.D. **Nature of Duties:** To teach in interdisciplinary social science programme — three courses: Introductory Anthropology, Social Organization, Social Development. **Salary:** Appropriate to qualifications and experience of appointee. **Person to Whom Inquiries Should be Sent:** Dr. Hem C. Jain, Professor and Chairman, Division of Social Science and Administration, University of New Brunswick, Saint John Campus, Tucker Park, Saint John, New Brunswick, Canada. **Effective Date of Appointment:** July 1, 1975. **Closing Date for Receipt of Applications:** When position filled.

SPEECH PATHOLOGY

UNIVERSITY OF TORONTO. Division of Speech Pathology. Faculty of Medicine. Applications are invited for a newly-established position within the Division. Ph.D. with proven teaching and research capabilities. A strong background in Speech and Voice Science and/or Experimental Phonetics which includes an understanding of the physiological substrates of language, the psycho-acoustics of communication and instrumental quantification of speech and voice data. Responsibilities include participation in a developing speech pathology programme, teaching, research and possible thesis supervision. Rank and salary open. Date of Appointment, July 1, 1975 or as soon as possible thereafter. Write to Professor J. F. Ward, Director, Division of Speech Pathology, Faculty of Medicine, University of Toronto, M5S 1A1.

SYSTEMS ENGINEERING

CARLETON UNIVERSITY. Department of Systems Engineering. Applications are invited for an appointment in Systems Engineering at the level of Assistant Professor. Ph.D. or equivalent required, with background in Computing Science/Software Engineering, or Computer Communications, or Information Systems/Technology. Related experience in Digital Systems Design, Signal Processing, or Modelling, Simulation, and Optimization will be considered an asset. Duties include teaching and research in one or more of the above areas. Salary dependent upon qualifications. Applications with Curriculum Vitæ should be forwarded to the Chairman, Department of Systems Engineering, Carleton University, Ottawa, Ontario, K1S 5B6. This position effective July 1, 1975.

THEATRE

YORK UNIVERSITY. Department of Theatre. Applications are invited for the position of Lecturer (sessional) to teach stage lighting and an introductory production course. Applications with C.V. and references should be directed to Malcolm Black, Chairman, Department of Theatre, York University, Downsview, Ontario, M3J 1P3.

VETERINARY SCIENCE

UNIVERSITY OF GUELPH — ONTARIO VETERINARY COLLEGE. Department of Veterinary Microbiology and Immunology. Position: Assistant Professor. **Duties include:** Supervise diagnostic bacteriology laboratory for the Ontario Veterinary College; give instruction in clinical microbiology to undergraduates and conduct a graduate course in clinical bacteriology, with opportunities for research in the areas of bacterial infections diseases. Applicants should preferably have a D.V.M. and Ph.D., with experience in clinical bacteriology, and should be eligible for licence to practice veterinary medicine in Ontario. Inquiries regarding this position can be directed to Dr. D. A. Barnum, Chairman, Veterinary Microbiology and Immunology, Ontario Veterinary College, University of Guelph, Guelph, Ontario, N1G 2W1. Position available from July 1, 1975.

ZOOLOGY

UNIVERSITY OF MANITOBA. Department of Zoology. Applications are invited for two teaching positions at the lecturer rank for one-year appointments as leave replacements. Qualifications are Ph.D. or equivalent. Duties (i) to teach a senior 6 credit course in Limnology and to supervise the laboratories plus assistance in an Invertebrate course, and (ii) to teach a second year 3 credit course in Cell Biology in both first and second terms and to supervise the laboratories. Salary will be commensurate with qualifications and experience. Effective date of appointment is 15 August for the Limnologist and 1 September 1975 for the Cell Biologist. Applications and curriculum vitæ should be sent to: Dr. H. E. Welch, Head, Department of Zoology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

PERSONALS

FOR RENT. Furnished 4-bedroom house close to canal and 10 minutes bus ride to Carleton, University of Ottawa, and the Public Archives. Available 6 weeks starting June 28. \$450.00. Contact Joseph Levitt, Box 7, c/o CAUT, — residence number 233-7831.

LATE ADS

UNIVERSITY OF NEW BRUNSWICK. Department of Mechanical Engineering. Applications are invited for a faculty position in the Department of Mechanical Engineering. Applicants capable of undergraduate teaching in Applied Mechanics (Vibrations and Machine Design) with research interests in Production Engineering or the industrial applications of Applied Mechanics are encouraged to apply. This position will become available July 1, 1975. The ability to develop undergraduate and graduate laboratories and to conduct research are required qualifications. A Ph.D. or equivalent and industrial experience are desirable. Candidates must be registrable as Professional Engineers. Salary minima (1975 scale) are: Assistant Professor — \$14,000, Associate Professor — \$18,200. Persons interested should submit resumes of personal data, education, professional experience and publications together with the names of three referees. Correspondence and requests for additional information should be directed to: Dr. J. E. S. Venart, Professor and Chairman, Department of Mechanical Engineering, University of New Brunswick, Fredericton, N.B. Canada, E3B 5A3.

QUEEN'S UNIVERSITY. Department of Art. Artist (painter): one full or two part-time teaching positions, all levels in four-year studio program including Foundation Studies. Commencing 1 August 1975 or one year. Applications to: David Pickering, Department of Art, Queen's University, Kingston, Ontario.

TRENT UNIVERSITY. Department of Politics. Applications are invited for an appointment at the Assistant Professor level, effective July 1, 1975 to teach undergraduate courses. Specialization in policy processes and international relations. Ph.D. preferred. Write with curriculum vitæ stating other teaching and research interests and names of three referees to Professor Margaret Doxey, Acting Chairman, Department of Politics, Trent University, Peterborough, Ontario, K9J 7B8.

UNIVERSITY OF GUELPH. School of Hotel and Food Administration. Applications are invited for an undergraduate teaching position in the areas of Human Relations and Management. Qualifications required are M.B.A. or Ph.D. Practical experience in the Hospitality Industry is desirable. Salary negotiable according to qualifications and experience. Applications should be made to G. D. Bedell, Director, School of Hotel and Food Administration, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment date is September 1975 or as near to this as can be arranged. Open until filled.

More ads on pp. 2, 7, 16.